

# CONTRIBUTORS

**Jaena Alabi** is the English and psychology librarian at Auburn University. Her research interests include information literacy and peer review of teaching, as well as diversity in academic libraries.

**Lesley Erin Bartlett** is Assistant Professor of English at Iowa State University, where her scholarship and teaching focus on composition theories and pedagogies. Her work has appeared in *English Leadership Quarterly*, *Feminist Teacher*, *International Journal of ePortfolio*, *Journal of the Assembly for Expanded Perspectives on Learning*, *Journal of Interactive Technology and Pedagogy*, and *Teaching/ Writing: The Journal of Writing Teacher Education*.

**Christopher Basgier** is Acting Director of University Writing at Auburn University, where he helps faculty integrate writing and high impact practices into courses and curricula and leads professional development experiences for writing center consultants. His scholarship focuses on WAC, writing program administration, threshold concepts, and rhetorical genre theory. In addition to faculty academics, he teaches courses in research writing and writing center theory and practice.

**Catherine G. P. Berdanier** is Assistant Professor of Mechanical Engineering at The Pennsylvania State University. As an NSF CAREER recipient, her research expertise is in engineering education, focusing on engineering writing and communication, particularly for academic genres, and doctoral engineering student attrition and persistence.

**Rachael Cayley** is Associate Professor, Teaching Stream at the Graduate Centre for Academic Communication at the University of Toronto, where she teaches academic communication to graduate students. She blogs about academic writing for graduate students at *Explorations of Style*.

**Jake Chase** is an English and creative writing teacher at AIM Academy in Conshohocken, PA. His teaching focuses on making literary texts accessible to students with language-based learning disabilities.

**Frankie Condon** is Associate Professor in the Department of English Language and Literature at the University of Waterloo. Frankie's recent books include *Performing Anti-Racist Pedagogy in Rhetoric, Writing and Communication* (co-edited with Vershawn Ashanti Young), and *I Hope I Join the Band: Narrative, Affiliation and Antiracist Rhetoric*. She is currently completing a monograph on the history of the metaphor of colorblindness for racial justice as well as an edited collection on intersectionality in writing center studies (co-edited with Wonderful Faison).

**Phyllis Conn** is Associate Professor in the Institute for Core Studies in the College of Liberal Arts and Sciences at St. John's University. She teaches and writes about New York City history and undergraduate history education.

**Michelle Cox** is the inaugural director of the English Language Support Office in the Knight Institute for Writing in the Disciplines at Cornell University, where she develops programming and pedagogy that support international multilingual graduate and professional students as writers, speakers, and language users. Her scholarship focuses on WAC, graduate writing, and multilingual writing.

**James Croft** is Assistant Professor in the Division of Criminal Justice, Legal Studies and Homeland Security in the College of Professional Studies at St. John's University. He frequently speaks and writes on topics including U.S. bankruptcy law and undergraduate legal education.

**Malcah Effron** is in the Writing, Rhetoric, and Professional Communication Program (WRAP) in the Comparative Media Studies/Writing Department at MIT. Her articles appear in journals such as *Narrative* and *Women & Language*, and she has edited *The Millennial Detective* (McFarland & Co, 2010) and co-edited *The Function of Evil across Disciplinary Contexts* (Lexington Books, 2017).

**Michele Eodice** is Senior Writing Fellow in the Center for Faculty Excellence at the University of Oklahoma.

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**Gracemarie Mike Fillenwarth** is Assistant Professor of Writing Arts at Rowan University. Her research focuses on writing pedagogy across a range of contexts, including second language writing and writing in the disciplines.

**Jeffrey Galin** is the founding director of the University Center for Excellence in Writing, Writing Across the Curriculum Program, and Community Center of Excellence in Writing at Florida Atlantic University. His scholarship and teaching focus on WAC, writing program administration, FYC, copyright in higher education, and multimodal teaching and learning.

**Anne Ellen Geller** is Professor of English and Director of Writing Across Communities at St. John's University.

**Angela Glotfelter** is a Ph.D. student in Composition and Rhetoric at Miami University of Ohio, where she serves as a graduate assistant director in the Howe Center for Writing Excellence and teaches classes in Professional Writing. Her research focuses on the intersection of emerging technologies with writing and communication.

**Christy Goldsmith** is Assistant Director of the Campus Writing Program—the Writing Across the Curriculum initiative at the University of Missouri—where she also teaches education methods and disciplinary literacy courses in the College of Education. Through her research into teachers’ identities as writers *and* as teachers of writing, she explores the tensions inherent in teaching writing in secondary schools. Extending her work beyond the university campus, Christy is the Missouri Writing Project Summer Institute Director and the President-Elect of the Missouri Council of Teachers of English.

**Neisha-Anne S. Green** is a multidialectal orator and author proud of her roots in Barbados and Yonkers, NY. Director of the Writing Center and Academic Student Services in the Office of Undergraduate Education at American University, Neisha-Anne is also a Faculty Fellow in the Frederick Douglass Distinguished Scholars program. Her articles include “The Re-education of Neisha-Anne S. Green: A Close Look at the Damaging Effects of ‘A Standard Approach,’ the Benefits of Code-Meshing, and the Role Allies Play in this Work” and “Moving beyond Alright: And the Emotional Toll of This, My Life Matters Too, in the Writing Center Work.” She is currently collaborating on book chapters focused on anti-racism and anti-racist pedagogy.

**Al Harahap** is Visiting Lecturer in Critical Theory and Cultural Studies at the University of Oklahoma. His scholarship focuses on institutional critique, political economy, and writing ecologies. He nuances the “C” in WAC with “Cultures” and “Communities.”

**Marcela Hebbard** is Lecturer at the University of Texas Rio Grande Valley where she teaches first-year composition, linguistics, and teacher preparedness courses. Her research interests include online writing pedagogy, language and identity, first-year writing, translingual and transnational writing, writing across the curriculum, and second language writing. She has published articles in several academic journals.

**Brian Hendrickson** is Assistant Professor of Writing Studies, Rhetoric, and Composition at Roger Williams University, where his work explores equitable and culturally responsive approaches to teaching and assessing writing, cultivating community-based writing partnerships, and integrating high-impact, writing-intensive educational practices across and beyond the curriculum.

**Yanina Hernández** is Lecturer at the University of Texas Rio Grande Valley, where she teaches beginning-level Spanish courses for second language learners and for heritage language learners. Currently, she is co-coordinator of the User-Generated Material for Heritage Spanish in the Center for Open Educational Resources and Language Learning of the University of Texas at Austin.

**Allie Sockwell Johnston** is a doctoral student in Rhetoric, Writing, and Linguistics at the University of Tennessee, Knoxville. Her research focuses on writ-

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**Jamila M. Kareem** is Assistant Professor of Writing and Rhetoric at the University of Central Florida, where she serves as the Assistant Director of Composition and teaches first-year writing and upper-division courses in writing and rhetoric. Her essays have appeared in the *Journal of College Literacy and Learning*, *JAC: A Journal of Rhetoric, Culture, and Politics*, *Teaching English in the Two-Year College*, and the collection *The Good Life and the Greater Good in a Global Context*.

**Jose Lai** is Director of the English Language Teaching Unit at The Chinese University of Hong Kong. She is also the Principal Investigator of the English Across the Curriculum (EAC) project funded by the Teaching Development and Language Enhancement Grant (TDLEG). Her professional interests include EAC, learner autonomy, service-learning, program development, evaluation, and validation.

**Neal Lerner** is Professor and Chair of English at Northeastern University. He has published on the history, theory, administration, and practice of teaching writing in classrooms, laboratories, and writing centers, and is a five-time recipient of the IWCA Outstanding Scholarship Award. His book *The Idea of a Writing Laboratory* won the 2011 NCTE David H. Russell Award for Distinguished Research in the Teaching of English. He is also the co-author with Mya Poe and Jennifer Craig of *Learning to Communicate as a Scientist and Engineer: Case Studies from MIT*, winner of the 2012 CCCC Advancement of Knowledge Award, and co-author with Paula Gillespie of *The Longman Guide to Peer Tutoring*, 2nd ed. With Beth Boquet, he was co-editor of *Writing Center Journal from 2002-2008*.

**Shannon Madden** is Director of Graduate Writing at North Carolina State University, where she facilitates workshops, retreats, non-credit courses, and faculty development efforts geared toward supporting graduate students and postdoctoral scholars across the disciplines as writers. Her research on inclusive pedagogies for writers from historically oppressed groups has been presented in invited keynotes at the Consortium on Graduate Communication, funded by the National Council of Teachers of English, and awarded by Computers and Composition Digital Press.

**Jennifer Price Mahoney** is Senior Lecturer in English at Indiana University-Purdue University Indianapolis, where she teaches composition with a focus on professional writing and new media. She also serves as Associate Director of the Writing Program.

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**Margaret J. Marshall** began her teaching career as a Peace Corps volunteer in Kenya and migrated to college-level teaching of reading and writing as an adjunct at West Texas State, now a part of the Texas A&M system. After earning her Ph.D. from the University of Michigan’s English and Education program, she has taught and held a variety of writing administration positions at the University of Pittsburgh, the University of Miami, and Auburn University where she served as the Director of University Writing from 2010-2019. She describes hosting the 2018 IWAC conference as both exhausting and exhilarating and loves the rich conversations that happen when scholars of writing interact with faculty and students from other disciplines.

**Mary McCall** is Assistant Professor of English at North Dakota State University. Her research focuses on professional and technical writing, writing across the curriculum, and women’s, gender, and sexuality studies.

**Dan Melzer** is Director of First-Year Composition at the University of California, Davis. He teaches first-year composition, advanced composition, and graduate courses in composition theory and practice. His scholarship focuses on WAC and writing program administration.

**Elaine Ng** is Lecturer of the English Language Teaching Unit at The Chinese University of Hong Kong. She began pursuing an area of specialty in research and education for ESL, bilingual and biliterate students in 2007. Her publications as the sole author include “Bilingualism, Biliteracy and Cognitive Effects: A Review Paper” in *University of Sydney Papers in TESOL* and a manuscript in preparation on formulation processes of bilingual, biliterate, and monolingual writers.

**Justin Nicholes** is Assistant Professor of English at the University of Wisconsin-Stout. His teaching and research center on writing’s role in constructing disciplinary identities, enhancing disciplinary learning, and supporting retention efforts.

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**Mya Poe** is Associate Professor of English and Director of the Writing Program at Northeastern University. Her books include *Learning to Communicate in Science and Engineering* (CCCC Advancement of Knowledge Award, 2012), *Race and Writing Assessment* (CCCC Outstanding Book of the Year, 2014), and *Writing, Assessment, Social Justice, and the Advancement of Opportunity*. She is series co-editor of the Oxford Brief Guides to Writing in the Disciplines.

**Chris Rozendaal** is Lecturer of the English Language Teaching Unit at The Chinese University of Hong Kong, where he teaches foundation English, EAP for Science and Engineering students, and EPP courses. In addition to several academic presentations on English Across the Curriculum, he has conducted a number of workshops, usually in technology and language learning.

**Alisa Russell** is a doctoral candidate in rhetoric and composition at the University of Kansas, and she has also served as founder, Chair, and Past Chair for the Writing Across the Curriculum Graduate Organization. Her work has appeared in *Composition Forum*, *The WAC Journal*, and *The Clearing House*.

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**James C. W. Truman** was Assistant Director of University Writing responsible for the Miller Writing Center at Auburn University. As part of a university-wide initiative, he worked with students and faculty to enhance the culture of writing and writing instruction across campus. He is currently a Visiting Assistant Professor at Trinity College in Hartford, CT.

**Ann Updike** is Associate Director of the Howe Center for Writing Excellence at Miami University, where she assists faculty who use writing in their classrooms to help students learn course content and disciplinary ways of knowing. She has taught courses in composition and rhetoric, professional writing,

and writing center theory and methods. Her research investigates non-textual literacy practices that speak to and across cultural literacy boundaries.

**Elizabeth Wardle** is the Roger and Joyce Howe Distinguished Professor of Written Communication and Director of the Howe Center for Writing Excellence at Miami University. She is the co-author or editor of *Writing About Writing* (4th edition, 2019), *Naming What We Know* (2015), *Composition, Rhetoric, and Disciplinarity* (2018), and *(re)Considering What We Know: Learning Thresholds in Writing, Composition, Rhetoric, and Literacy* (forthcoming 2019). She has directed writing programs since she was a graduate student. Her interests include transfer of writing-related knowledge, genre theory, writing program design, and threshold concepts of writing.

**Misty Anne Winzenried** is Associate Dean of Teaching and Learning at The Seattle School of Theology & Psychology in Seattle, Washington. She has taught a wide range of writing, education, and research methods courses, often with an interdisciplinary approach. Her current work involves faculty development, curricular alignment, and Writing in the Disciplines at the graduate level. Her scholarship has appeared in *Across the Disciplines* and *Composition Forum*.

**Rebecca Wiseheart** is Associate Professor of Communication Sciences and Disorders at St. John's University, where she currently serves as "Faculty-in-Residence" in the Writing Across Communities program. Her disciplinary research and teaching focuses on language, literacy, and dyslexia.