

## CONTRIBUTORS

SHARON JAMES MCGEE is Assistant Professor in the Department of English Language and Literature at Southern Illinois University Edwardsville. She helps direct the Expository Writing Program and also teaches in the graduate Teaching of Writing specialization.

CAROLYN HANDA, Professor of English and Director of the Writing Program at The University of Alabama, has been interested in visual and digital rhetoric for nearly a decade. She is the author of *Visual Rhetoric in a Digital World: A Critical Sourcebook* plus other studies of composition, technology, and pedagogy.

ANDREW BILLINGS, TEDDI FISHMAN, MORGAN GRESHAM, ANGIE JUSTICE, MICHAEL NEAL, BARBARA RAMIREZ, SUMMER SMITH TAYLOR, MELISSA TIDWELL POWELL, DONNA WINCHELL, KATHLEEN B. YANCEY, and ART YOUNG are all associated with Clemson University's R. Roy and Marnie Pearce Center for Professional Communication, which houses the University's communication-across-the-curriculum (CAC) program. These eleven members of the Pearce Team meet regularly to plan, administer, and assess the Center's new and continuing initiatives. Art Young founded Clemson's CAC program in 1989 and Kathleen B. Yancey has directed the Pearce Center since 2000. In 2006, she will join the English faculty at Florida State University.

MICHAEL J. CRIPPS is Assistant Professor of English at York College of The City University of New York, where he co-coordinates the WAC Program. His work on academic hypertext has appeared in *Computers & Composition Online* and *Enculturation*. He is currently studying graduate students who work in interdisciplinary writing programs.

CHRISTY DESMET is Associate Professor of English at the University of Georgia, where she directs the First-year Composition Program. She is co-founder of *Borrowers and Lenders: The Journal of Shakespeare and Appropriation* and one of the original developers of <emma>: The Electronic Markup and Management Application.

ANTHONY EDGINGTON is an Assistant Professor at the University of Toledo, where he also serves as Associate Director of the Composition Program. His research focuses on writing assessment, teacher response, and reflection. He has published articles in *Teaching English in the Two Year College* and the *Journal of Teaching Writing*.

JEANNE GUNNER is Associate Provost for Academic Programs and Professor of English and Comparative Literature at Chapman University. Her research interests include writing program ideology and history. With Donna Strickland, she is editing a volume on critical issues in WPA work.

SUSANMARIE HARRINGTON is Professor of English and Director of Writing at Indiana University Purdue University Indianapolis. Her research has addressed issues in writing assessment, technology, and program development. Most recently, with Keith Rhodes, Rita Malenczyk, and Ruth Fischer, she co-edited *The Outcomes Book: Consensus and Debate in the Wake of the WPA Outcomes Statement*.

DEBORAH H. HOLDSTEIN, the editor of *College Composition and Communication*, publishes widely in composition and rhetoric, film, and literary studies. An early adopter of technology, she has written extensively about technology and the humanities. At Governors State University for twenty years, Holdstein now chairs the English Department at Northern Illinois University.

BRIAN HUOT is Professor of English and Writing Program Coordinator at Kent State University. Currently the editor of the *Journal of Writing Assessment*, his work on the teaching and assessing of writing and the administration of writing programs has appeared in a monograph and in journals and anthologies.

FRED KEMP is an Associate Professor of Rhetoric at Texas Tech University. He has written and spoken extensively about computer-based instruction and administrative systems, and over the last twenty years has designed and programmed a number of network-based instructional-support implementations, including Texas Tech's first-year composition courseware, TOPIC.

RICHARD E. MILLER, Chair of the Rutgers English Department and Executive Director of the Plangere Writing Center, is the author of *As If Learning Mattered: Reforming Higher Education* and of *Writing at the End of the World*. He and Kurt Spellmeyer co-edit *The New Humanities Reader*, now in its second edition.

MIKE PALMQUIST is Professor of English and University Distinguished Teaching Scholar at Colorado State University. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and the use of hypertext/hypermedia in instructional settings.

KEITH RHODES served as a composition administrator at Northwest Missouri State University and at Missouri Western State University. His publications mostly interrogated the conventions and institutional status of first-year composition, culminating in co-editing *The Outcomes Book*. He has returned to his former career as a commercial trial lawyer.

MARCY TUCKER is an Assistant Professor of Writing at the University of Central Arkansas, where she currently teaches first-year writing and composition theory courses. Her scholarship focuses on issues of gender, class, and discourse.

KAREN WARE is currently ABD at the University of Louisville. Her research interests include visual rhetoric and writing instruction for at-risk students. Her administrative experience includes work as an Assistant Director of Composition at the University of Louisville and Writing Coordinator for the Governor's Scholars Program.