

NOTES ON CONTRIBUTORS

ELEANOR AGNEW is an associate professor in the Department of Writing and Linguistics at Georgia Southern University. She teaches first-year writing, Writing in the Workplace, Advanced Composition, and Linguistics and Grammar for Teachers. She has published articles in *Journal of Basic Writing*, *Assessing Writing*, *TESOL*, and in the anthology *Grading in the Post-Process Classroom*.

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ANNE ARONSON is an associate professor in the Writing Department at Metropolitan State University in St. Paul, Minnesota. She teaches courses in composition, women's studies, professional writing, and rhetorical theory. Her research interests include the writing of adult students, feminist approaches to composition, and the intersections of professional and creative writing. She has been co-chair of Metropolitan State's Writing Department for nine years.

WENDY BISHOP, Kellogg W. Hunt Professor of English, teaches writing at Florida State University. She is the author or editor of sixteen books, including *Ethnographic Writing Research*; *Teaching Lives: Essays and Stories*; *Thirteen Ways of Looking for a Poem*; *Metro*; *The Subject Is Research*; *In Praise of Pedagogy: Poems and Flash Fiction on Teaching*; *The Writing Process Reader* and several chapbooks of poetry.

LARRY W. BURTON is Chair of the Department of Writing and Linguistics at Georgia Southern University. Writing and Linguistics includes first-year composition, creative writing, technical and professional writing, linguistics, the English Language Program, the University Writing Program, and the Georgia Southern University Writing Project. Larry's most recent publication is *The Language of Argument* (with Dan McDonald), 10th edition, Longman Publishers.

ANGELA CROW is an assistant professor at Georgia Southern University. In her research, she often addresses issues related to university living. In addition, she publishes on aging and literacy and on kinship practices in genre studies. Her writings have been published in a variety of venues—from *Teaching English in the Two-Year College* to *Kairos* to *Computers and Composition*.

PHYLLIS SURRENCY DALLAS is an Assistant Professor in the Department of Writing and Linguistics at Georgia Southern University. Despite having a Ph.D. in American literature, she was among the literature faculty placed in the new writing department. She has published articles on composition taught via distance technology and has regularly presented at CCCC.

THERESA ENOS is Professor of English and Director of the Rhetoric, Composition, and the Teaching of English Graduate program at the University of Arizona. Founder and editor of *Rhetoric Review*, she teaches both graduate and undergraduate courses in writing and rhetoric. She has numerous publications on rhetorical theory and issues in writing. She is the author of *Gender Roles and Faculty Lives in Rhetoric and Composition* (1996) and a past president of the National Council of Writing Program Administrators.

PATRICIA ERICSSON is currently a Ph.D. candidate in Rhetoric and Technical Communication at Michigan Technological University and formerly Director of Writing at Dakota State University. She has published articles in *Computers and Composition*, *Kairos*, *ACE Journal*, *Text Technology* and chapters in several books. She received the 2001 Kairos/Lore Computers and Writing Award for Scholarship.

CRAIG HANSEN is co-chair of the Writing Department at Metropolitan State University and director of the Technical Communication program. He has published a variety of articles and book chapters in the areas of technical communication, business communication, and composition and is the author, with Ann Hill Duin, of *Nonacademic Writing: Social Theory and Technology* (Lawrence Erlbaum, 1996).

GAIL E. HAWISHER is Professor of English and founding Director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign, where she teaches graduate and undergraduate courses in writing studies. She has primarily published in literacy and technology studies, and her work has appeared in journals, such as *College English*, *Written Communication*, and *College Composition and Communication*. She and Cynthia Selfe continue to edit *Computers and Composition* (Elsevier) and also have co-edited several books, including *Passions, Pedagogies, and 21st Century Technologies* (Utah State University Press, 1999).

JANE E. HINDMAN is an associate professor in the Department of Rhetoric and Writing Studies at San Diego State University. Her work has appeared in *College English*, *JAC*, *Pre/Text*, *Journal of Basic Writing*, *Writing Program Administrator*, *LIT*, and other venues. She has edited a special issue of *College English* on the place of the personal in academic discourse and is completing a book on the same subject.

JUDITH KEARNS is an associate professor, Acting Dean of Humanities, and former Director of the Centre for Academic Writing at the University of Winnipeg. Her research interests include the rhetoric of inquiry and Renaissance women's writing. She has published articles in *Inkshed*, *Journal of Teaching Writing*, *WPA: Writing Program Administration*, and *Textual Studies in Canada*.

BARRY M. MAID is Professor and Head Faculty of Technical Communication at Arizona State University East where he recently led the development of a new program in Multimedia Writing and Technical Communication. Before moving to ASU in January 2000, he spent nineteen years at the University of Arkansas, Little Rock where, among other duties, he directed the Writing Center and the First-Year Composition Program, chaired the Department of English, and helped in the creation of the Department of Rhetoric and Writing.

THOMAS P. MILLER teaches in the English Department at the University of Arizona. While director of the writing program, he won a university-wide award for his service to graduate students in 1999. His research examines the history of college English from its origins in more broad-based institutions in the eighteenth-century British cultural provinces. The first volume of *The Formation of College English Studies* received the MLA's Mina Shaughnessy Award in 1998.

PEGGY O'NEILL began her career in the Writing and Linguistics Department at Georgia Southern University. She has since moved to the Communication Department at Loyola College, Maryland, where she teaches writing and directs the composition program. Her scholarship, which includes writing assessment and composition pedagogy, has appeared in journals such as *College Composition and Communication*, *Composition Studies*, and *Assessing Writing* as well as several edited collections. She also has a co-edited volume, *Practice in Context: Situating the Work of Writing Teachers*, forthcoming from NCTE.

LOUISE REHLING directs the Technical & Professional Writing Program at San Francisco State University, where she is an Associate Professor. Previously, she taught at the University of Utah, Westminster College, and Salt Lake Community College. Dr. Rehling also has over 15 years of industry experience, as a writer, editor, trainer, consultant, and manager. Her Ph.D., A.M., and A.B. degrees are in English Language & Literature from the University of Michigan, Ann Arbor.

DANIEL J. ROYER and ROGER GILLES are associate professors of Writing at Grand Valley State University. While directing the composition program, they developed a course-wide, team-based portfolio grading system and instituted directed self-placement. In 1998, they and their colleagues began working toward an independent Writing department, which became official in July of 2001. Royer and Gilles are co-editors of *Directed Self-Placement: Principles and Practices* (forthcoming from Hampton Press).

CYNTHIA L. SELFE is Professor of Humanities in the Humanities Department at Michigan Technological University, and the founder (with Kathleen Kiefer) and co-editor (with Gail Hawisher) of *Computers and Composition: An International Journal for Teachers of Writing*. Recipient of many awards for innovative computer use in higher education, Selfe has also served as the Chair of the Conference on College Composition and Communication and the Chair of the College Section of the National Council of Teachers of English.

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BRIAN TURNER is an associate professor in the Centre for Academic Writing, University of Winnipeg, where he teaches composition, rhetorical criticism, modern rhetorical theory, and rhetoric in the disciplines. His articles have appeared in such journals as *Teaching English in the Two-Year College*, *Journal of Teaching Writing*, *Rhetoric Review*, and *Textual Studies in Canada*. He is currently working on a book about *ethos* in American nature writing.

JESSICA YOOD is an assistant professor of English at Lehman College, City University of New York. She teaches undergraduate and graduate courses in literary genres, literary and rhetorical theory, and composition and co-directs the Writing Across the Curriculum Program.