

## CONTRIBUTORS

ANNE HERRINGTON is professor and chair of English at the University of Massachusetts at Amherst. She is also a former director of the writing program. With Charles Moran, she co-edited *Writing, Teaching, and Learning in the Disciplines* (MLA, 1992). She and Marcia Curtis co-authored *Persons in Process: Four Stories of Writing and Personal Development in College* (NCTE, 2000), for which they received NCTE's David Russell Award for Distinguished Research in the Teaching of Writing.

CHARLES MORAN is professor of English, emeritus, at the University of Massachusetts at Amherst. With Anne Herrington, he co-edited *Writing, Teaching, and Learning in the Disciplines* (MLA, 1992). With Gail Hawisher, Paul LeBlanc, and Cynthia Selfe he co-authored *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History* (Ablex, 1996). He has served as director of the university writing program and as site director of the Western Massachusetts Writing Project, and has published articles in a range of professional journals.

CHRIS ANSON is professor of English and director of the Campus Writing and Speaking Program at North Carolina State University, where he helps faculty in nine colleges to integrate writing and speaking into all courses. He has published twelve books and fifty articles and book chapters, and has spoken or consulted at colleges and universities across the U.S. He is current president of the Council of Writing Program Administrators.

BONGI BANGENI is lecturer in language development at the University of Cape Town. Her research interests lie in the area of ESL writing and identity, multilingualism in higher education, and language attitudes. Her work also includes consulting at the institution's writing center.

ANNE BEAUFORT is associate professor of writing and rhetoric at Stony Brook University. She is the author of *Writing in the Real World: Making the Transition from School to Work* (1999 Teachers College Press), an ethnography of writers learning to write in new discourse communities and new genres. Her most recent research, a portion of which was published in *Research in the Teaching of English* (Nov. 2004) chronicles one student's writing in two academic discourse communities (freshman composition and history) and in engineering.

DEANNA P. DANNELS is associate professor of communication and the assistant director of the Campus Writing and Speaking Program at North Carolina State University. Her research explores theoretical frameworks for communication

across the curriculum and protocols for implementing and assessing communication within the disciplines. She has published in the fields of communication, composition, education, and technical communication. She is the guest editor of a special issue of *Communication Education* (1/05) focused on oral genres in the disciplines.

MIKE EDWARDS is a Ph.D. candidate at the University of Massachusetts at Amherst. He co-edited *The Original Text-Wrestling Book* (Kendall-Hunt, 2001), and writes regularly about composition, class, technology, and other topics at <http://www.vitia.org>. He is currently working on a dissertation on economics, computers, and writing.

ANNE ELLEN GELLER has been since 1999 director of the writing center and writing program at Clark University, in Worcester, Massachusetts, where she also teaches writing classes, including a literacy class that incorporates community engagement. As part of a Carnegie Corporation funded initiative, she has, for the past two years, worked with high school literacy coaches consulting across the disciplines in the Worcester Public Schools. She has been a co-chair of the 2004 and 2005 International Writing Centers Association summer institutes.

ROCHELLE KAPP is senior lecturer in language development in the Centre for Higher Education Development at the University of Cape Town. Her Ph.D. was on the politics of English in black township schools. She has published in the areas of literacy studies, English as a second language, and multilingualism in secondary and higher education contexts. She has recently completed a research fellowship hosted by the Five College African Scholars= Program in Amherst, Massachusetts.

CARMEN KYNARD is instructor at Medgar Evers College of the City University of New York. She teaches first year composition and “The Spoken Word in African American Written Texts” as well as education department courses. She is a Ph.D. candidate at New York University, completing her dissertation, “Runnin Wit The Rabbits But Huntin Wit the Dogs: Race, Literacy, and Composition Studies, 1969-1977.” This comp newjack says that when she grows up, she wants to be a teacher.

HEIDI A. MCKEE is a doctoral student in English at the University of Massachusetts at Amherst. Her work has appeared in *College Composition and Communication*, *Computers and Composition*, *Computers and Composition Online*, and *Pedagogy*. With Danielle Nicole DeVoss, she is currently co-editing the collection *Digital Writing Research: Technologies, Methodologies, and Ethical Issues*.

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. He is the 2004 recipient of the Charles Moran Award for Distinguished Contributions to the Field.

T. SHANE PEAGLER is a graduate of the University of North Carolina at Charlotte and a former faculty member at Clemson University. He is currently pursuing a variety of interests in writing, editing, architecture and management in Greenville, South Carolina, where he lives happily with his wife, Dennise, and his two cats, Maddie and Cleo.

ELIZABETH PETROFF is professor of comparative literature at the University of Massachusetts at Amherst, the author of three books on medieval women writers, author of numerous articles on medieval saints and mystics, autobiography and biography, and myths of the feminine, and of translations from Latin and Italian. Her current research and teaching interests are reading and writing autobiography and myths about women in ancient literatures.

KAREN ST. CLAIR, assistant director of North Carolina State University's Faculty Center for Teaching and Learning, provides formative teaching evaluation services and graduate student teaching assistant programming. In addition, she teaches "Psychological Controversies" for a freshman, critical thinking-based program. Through both roles, she engages in the scholarship of teaching and learning by collaborating with other campus service units and presenting at teaching and learning conferences.

MARY SOLIDAY is associate professor of English at the City College of New York where she is also a City University of New York Writing Across the Curriculum coordinator. She is the author of *The Politics of Remediation* (University of Pittsburgh Press, 2002), which received the CCCC 2004 Outstanding Book Award. She has contributed many articles on composition teaching and research to edited collections and professional journals.

KATHLEEN BLAKE YANCEY is R. Roy Pearce Professor of English at Clemson University. Chair of the Conference on College Composition and Communication and past president of the Council of Writing Program Administrators, she directs the Pearce Center for Professional Communication. She has edited, co-edited, or authored 8 books, most recently *Teaching Literature as Reflective Practice* (NCTE, 2004). Her current projects include the *Portraits of Composition* research and *Electronic Portfolios: Interfaces for Learning*.

JOHN A. WILLIAMS received his Ph.D. from the University of Wisconsin in 1957. He has been in the history department at SUNY Stony Brook since 1968, where he has taught African, Indian, and British Empire history. His books include *Politics of the New Zealand Maori* (1969), and *Classroom in Conflict: Teaching Controversial Subjects in a Diverse Society* (1994).