

CONTRIBUTORS

PATRICIA FREITAG ERICSSON, Assistant Professor at Washington State University and Coordinator of the Digital Technology and Culture degree, researches critical technology theory, techno-rhetoric and composition, and technical writing. She has recently published on standards in English education, the effects of word processing on composition teaching, and integrating oral communication in technical writing courses.

RICH HASWELL, Professor Emeritus at Texas A&M University–Corpus Christi, began teaching composition at the University of Missouri in 1962. He has written or co-edited six books and nearly fifty articles of research findings. Currently he works on CompPile, his online inventory of composition scholarship, and refines his technique of peeling mangoes.

CHRIS ANSON is Professor of English and Director of the Campus Writing and Speaking Program at North Carolina State University. His research interests, on which he has published widely, include writing across the curriculum, writing to learn, and response to writing.

ED BRENT is Professor of Sociology, President of Idea Works, Inc., and author of the SAGrader program. He has twice served as Chair of the Section on Communication and Information Technology in the American Sociological Association and won a career award for his contributions to social science computing.

BOB BROAD teaches, researches, consults, and directs the Writing Program at Illinois State University. He authored *What We Really Value: Beyond Rubrics in Teaching and Assessing Writing* and articles in the journals *Research in the Teaching of English*, *Assessing Writing*, and *The Journal of Writing Assessment*.

WILLIAM CONDON has been faculty member and Writing Program Administrator at a wide variety of institutions and is currently Director of Campus Writing Programs and Professor of English at Washington State University. Co-author of *Writing the Information Superhighway* and *Assessing the Portfolio: Principles for Theory, Practice, and Research*, he has published articles about writing assessment, program evaluation, and computers and writing.

GAIL S. CORSO, Associate Professor of English and Communication & Media Arts, coordinates writing, and chairs the Core Assessment Task Force at Neumann College. She recently presented and co-authored an article on developing a model information literacy program at the small college. She facilitated the design of two majors: Arts Production and Performance and Communication and Media Arts.

ANNE HERRINGTON is Professor of English at the University of Massachusetts at Amherst. Her scholarly work includes *Writing, Teaching, and Learning in the Disciplines* and *Genres across the Curriculum*, both co-edited with Charles Moran; and *Persons in Process: Four Stories of Writing and Personal Development in College*, co-authored with Marcia Curtis.

ED JONES directs the basic skills program in the English Department at Seton Hall University. His research interests include the reading-writing connection, articulation of high school and college writing goals, and the role of self-beliefs, race, and class in writing achievement. Currently, he is piloting a system for online directed self-placement.

TERI THOMSON MADDOX is the Director of Developmental Studies and Professor of English and Speech at Jackson State Community College in Jackson, Tennessee. She received an EdD in Higher and Adult Education at the University of Memphis and Developmental Education Specialist Certification at Appalachian State University.

RICHARD N. MATZEN is the Director of the Writing Center and Composition Programs at Woodbury University in Burbank, California. He has published in the *Journal of Developmental Education* and is a co-editor of the forthcoming book, *Reformation: The Teaching and Learning of English in Electronic Environments*.

KEN S. MCALLISTER is an Associate Professor of Rhetoric, Composition, and the Teaching of English at the University of Arizona where he co-directs the Learning Games Initiative, an interdisciplinary, inter-institutional research group that studies, teaches with, and builds computer games. He has published and spoken widely in the fields of game studies and the cultural history of technology and recently published *Game Work: Language, Power, and Computer Game Culture*.

TIM MCGEE is an Associate Professor and Director of Graduate Programs in Philadelphia University's School of Design and Media where he pursues his interests in multiliteracy, computer-based rhetorical pedagogy, argument from the locus of quantity, and the intersections of Artificial Intelligence and Language Arts curricula.

CHARLES MORAN is Professor of English (Emeritus) at the University of Massachusetts at Amherst. With Anne Herrington he co-edited *Genre Across the Curriculum and Writing, Teaching, and Learning in the Disciplines*. With Gail Hawisher, Paul LeBlanc, and Cynthia Selfe, he is co-author of *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History*.

BETH ANN ROTHERMEL is associate professor of English and Coordinator of Composition at Westfield State College in Westfield, Massachusetts. She teaches courses in first-year writing, writing pedagogy, and ethnography. She has published articles on the history of writing instruction at normal schools and on writing instruction in Sweden.

COLLEEN SORENSON is Director of Student Assessment at Utah Valley State College.

MARTHA TOWNSEND is Associate Professor of English and Director of the University of Missouri's twenty-year-old Campus Writing Program. Her publications include numerous chapters and articles on WAC/WID. Her research interests have taken her to universities across the U. S. as well as Romania, Korea, Thailand, South Africa, China, and Costa Rica.

EDWARD M. WHITE has written or edited eleven books and about 100 articles or book chapters on writing instruction and writing assessment. His best-known books are *Teaching and Assessing Writing* and *Assessment of Writing: Politics, Policies, Practices*. He is a visiting professor of English at the University of Arizona.

CARL WHITHAUS is Coordinator of Professional Writing and an Assistant Professor of English at Old Dominion University. He is the author of *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing*. He has also published work on writing assessment and pedagogy, computer-mediated communication, and writing in the sciences.

WILLIAM W. ZIEGLER is associate professor of English and developmental writing coordinator at J. Sargeant Reynolds Community College in Richmond, Virginia. His interests include the assessment of writing and teaching English to speakers of other languages.