

ABOUT THE AUTHORS

Paul Jude Beauvais is Associate Professor of English at The University of Findlay in Ohio. He has served on the editorial staff of *College Composition and Communication*, working as assistant editor from 1987 to 1990 and as associate editor from 1991 to 1993. His articles on rhetoric, composition, and linguistics have appeared in *Pre/Text*, *Written Communication*, *Text and Performance Quarterly*, and other journals.

Linda S. Bergmann is Associate Professor of English at the University of Missouri-Rolla. Her publications include papers in the *Journal of American Culture*, *American Studies*, *Women's Studies Quarterly*, and *Perspectives on the Professions*. Forthcoming in *Studies in American Humor* is "Epic, Parody, and National Identity: George Washington in Nineteenth-Century American Humor."

Helen Dale is Associate Professor at University of Wisconsin-Eau Claire, where she teaches courses in composition, literature, critical thinking, multiculturalism, and teacher education. A high school teacher for many years, she received her Ph.D. from University of Wisconsin-Madison. She was the 1992 recipient of the American Educational Research Association's Cahir Award for Research on Writing. National Council of Teachers of English recently released her book about writing together, *Co-Authoring in the Classroom: Creating an Environment for Effective Collaboration*. Among her publications about coauthoring are articles in *English Journal* and *Journal of Educational Research* and a chapter on ethical issues raised by qualitative classroom research in *Ethics and Representation in Qualitative Studies of Literacy*. She is currently studying the impact of diverse contexts on teacher practice.

Bonnie Devet is Associate Professor of English at the College of Charleston, in Charleston, South Carolina where she teaches

freshman composition, modern English grammar, technical writing, business communication, and a graduate course on the theory and practice of teaching of composition. She is also the director of the Writing Lab.

Joseph Janangelo is Assistant Professor of English at Loyola University of Chicago, where he teaches upper-division composition and rhetoric. With Kristine Hansen he edited *Resituating Writing: Writing Programs* (Boynton/Cook 1995). He also coedited *Theoretical and Critical Perspectives on Teacher Change* (Ablex, 1993). He is currently writing a book entitled *Revising Selves: Tracing the Autobiographical Projects of Judy Garland*.

Judith Kearns is Assistant Professor and Director of the Centre for Academic Writing at the University of Winnipeg. Her main research interests are in the rhetoric of inquiry and women's writing in the Renaissance. Her essays have appeared in the *Journal of Canadian Fiction* and *Inkshed*. She is a member of the editorial collective of *Contemporary Verse 2*.

Bruce W. Robbins is Assistant Professor of English Education at Boise State University in Boise, Idaho, where he teaches methods classes for certification students in English, and graduate-level classes for English teachers. In addition to his ongoing interest in teachers as writers, his research interests include curriculum development and drama. He enjoys writing fiction, poetry, and drama.

Jane Schaffer has been a public high school English teacher for twenty-seven years in southern California. She earned a B.A. in French and English from UCLA and an M.A. in Education from San Diego State University. Recently published articles include "Strategies for Critical Reading in English" in *Making Sense: Teaching Critical Reading Across the Curriculum* (New York: The College Board, 1993) and "Ode to America by George Bush as Recollected by William Faulkner" in *The Best of Bad Faulkner: Choice Entries from the Faux Faulkner Competition*, Dean Faulkner Wells, ed., (New York: Harcourt Brace Jovanovich, 1991).

Wendy Swyt teaches composition and humanities courses at Highline Community College in Des Moines, Washington. She has other articles in *The Writing Instructor*, *Writing Program Administrator*, and *English in Texas*.

Brian Turner is Assistant Professor in the Centre for Academic Writing at the University of Winnipeg. His work has recently appeared in *Rhetoric Review*, *Inkshed*, and the *Journal of Teaching Writing* (Volume 14.1&2), and he has an essay forthcoming in *Teaching English in the Two Year College*. He is interested in writing on the environment and rhetorical theory.

JOURNAL OF TEACHING WRITING EDITORIAL BOARD AND STAFF

Editor

Barbara L. Cambridge is Professor of English and Associate Dean of the Faculties at Indiana University-Purdue University, Indianapolis. From 1996 to 1998 she is the Director of the Assessment Forum of the American Association for Higher Education in Washington, D.C. She regularly writes and presents on defining faculty work, linking student learning outcomes with accountability, and representing higher education to multiple publics. Her textbook *Portfolio Learning*, coauthored with Anne Williams, will be published by Prentice Hall in 1997.

Managing Editor

Kim Brian Lovejoy is Associate Professor of English and Associate Chair of the Department of English at Indiana University-Purdue University, Indianapolis, where he teaches courses in writing and linguistics. He is coauthor, with Ken Davis, of *Writing: Process, Product, and Power* (Prentice Hall, 1993), and has published articles on the teaching of writing and on linguistic discourse analysis. Recently, he has begun to study the effects of portfolio assessment on students' revising practices and, further, to research the varieties of English in the United States and their implications for the teaching of writing. In summer 1997, in conjunction with his work on language differences and the teaching of writing, he will participate in

the Visiting Scholar Program at the University of South Australia.

Reviews Editor

Gail Stygall is Associate Professor of English at the University of Washington, where she teaches courses in English language and rhetoric. Her most recent publication is a book on legal discourse, *Trial Language* (Benjamins, 1994), and she is working on a project on narratives of divorce. She has published on basic writing, the rhetoric of law, Toulmin, and portfolios. She is also editor of the *CCCC Bibliography*.

Editorial Assistant

Kelly K. Jones is an undergraduate senior major in English and French at Indiana University-Purdue University, Indianapolis. Honors include Writing Fellow, IUPUI Upperclass Outstanding Scholar, SLA Cavanaugh Award, English and French Department awards for Outstanding Academic Achievement, and the Afro-American Studies Preston-Eagleson Award. She is senior editor of the student art and literary magazine *genesis* and has published an article, "The Life and Legacy of Mary Cable," in *Black History News and Notes* (Indiana Historical Society, 1994). She is listed with *Who's Who Among Students in American Colleges and Universities* and with the *National Dean's List*, and is a veteran of the United States Air Force.

Editorial Board Members (in alphabetical order)

Leslie Ballard is a secondary and college English teacher at North Vigo High School, Indiana State University, and Purdue North Central, and serves as Writing Center Director at Rose Hulman. She is active in the Indiana Association for the Gifted and Talented, has been the recipient of numerous teaching awards, and participated in an NEH seminar in London on Dickens and Thackeray. During the past several years she has published articles in *Indiana English*, *English Journal*, and *Gifted Child Today*.

Sally Barr Ebest is Associate Professor in the Department of English at the University of Missouri, St. Louis. Her research interests include collaborative learning, teacher training, gender differences and similarities, and writing program administration. Her publications over the past six years include *Writing With: New Directions in Collaborative Teaching, Learning, and Research* (Albany, NY: SUNY Press, 1994); *Writing From A to Z* (Mayfield, 1994) "Gender Differences in Writing Program Administration" in *The Journal of Writing Program Administrators* (WPA, 1995); "Changing the Way We Teach: Collaborative Learning in the Graduate Classroom" in *Writing With* (SUNY Press, 1995); "The Role of Response" in *Valuing Diversity: Race, Class, and Gender in Composition Research* (Montclair, NJ: Heinemann/Boynton Cook, 1996); and "Going Against Nature? Women's Resistance to Collaborative Learning" in *Collaboration/Cooperation/Competition: An Anthology of Co-Endeavors* (forthcoming from SUNY Press, 1997). She has made numerous presentations at CCCC and other national conferences, is a member of the JAC Board of Readers and a WPA Consultant-Evaluator.

Kathryn Flannery is Associate Professor of English and Director of Undergraduate English Studies at Indiana University, Bloomington, where she teaches undergraduate and graduate courses in Renaissance, and composition courses at all levels. Her areas of specialization include literacy studies, especially historical study, some of which focuses on historicizing women's literacy, and pedagogical praxis issues that broaden out to institutional practices. A book, *The Emperor's New Clothes: Literature, Literacy and the Ideology of Style*, brings several of these interests together. Her most recent articles appear in *Reader* and *Rhetoric Review*.

Patricia Shelley Fox, a former middle school teacher, is Assistant Professor of English at Armstrong State College, Savannah, Georgia, where she teaches undergraduate courses in basic writing and freshman composition and graduate courses in teacher research. She directs the Coastal Georgia Writing Project, is a member of the National Writing Project

Task Force, and coordinates the NWP Teacher Exchange Program. A former NCTE Teacher-Researcher, she has presented workshops and papers at the Miami University Portfolio Conference and at NCTE, IRA, and state and regional conferences. In addition, she is a veteran member ("Vineyard Vet") of the Advisory Board of Northwestern University's Martha's Vineyard Summer Institute on Teaching and Writing.

Diana George is Associate Professor in the Humanities Department at Michigan Technological University, where she teaches composition theory and pedagogy, theories of visual representation, cultural studies and composition, and British literature. She is coauthor, with John Trimbur, of *Reading Culture: Contexts for Critical Reading and Writing*, and has published in *CCC*, the *Journal of Advanced Composition*, *Cultural Studies*, and *The Journal of Film and Video*.

Michelle Gibson is Assistant Professor of English and Women's Studies at the University College of the University of Cincinnati, where she serves as the Language Arts Department's Coordinator of Developmental Writing. Her current research interests are the responses of child abuse survivors to personal writing assignments, the way students interpret teachers' comments on their papers, butch-fem identity and students' understandings of their teachers' gender, and lesbian and gay contributions to composition scholarship. Her articles have appeared in *Writing on the Edge*, *Feminist Teacher*, *San Jose Studies*, and *St. James Press Gay and Lesbian Biography*. She is also a poet and a past chair of the CCCC Caucus for Lesbian and Gay Professionals.

Jan Guffin is Coordinator of the Global Scholars Program and teacher of philosophy at Park Tudor School, Indianapolis, Indiana. His most recent publications are "Pictures and an Exhibition: A Critical Analysis of Howard Nemerov's 'The Human Condition'" in *Literary Analyses by AP English Teachers, A Collection of 10 Essays* (Princeton, NJ: The College Entrance Examination Board and Educational Testing Service, 1994), and

"Some Thoughts on Multiple-Choice Testing" (Educational Testing Service, 1995).

Rebecca Moore Howard is Assistant Professor of Writing at Colgate University. She works in writing across the curriculum and writing program administration, with a focus on print culture studies. Her scholarly work is in authorship theory, especially student plagiarism and other transgressive modes of writing; writing across the curriculum, especially curriculum design; and linguistics, especially African American Vernacular English. Her articles have appeared in the *Journal of Teaching Writing*, *WPA: Writing Program Administration*, *JAC: A Journal of Composition Theory*, *Computers and Composition*, and *College English*. She is coauthor of *The Bedford Guide to Teaching Writing in the Disciplines* and has two forthcoming books: *Standing in the Shadow of Giants* (Ablex), and *Roadmaps for College Writers* (Longman).

Harvey Kail is currently on leave from the University of Maine, where he is Associate Professor of English. While on leave he is writing a guidebook for teaching poetry, as well as continuing his reading in composition and rhetoric. He has recently completed five years as chair of the Department of English. Prior to that, he was Director of Writing Across the Curriculum and of the Writing Center, where he began the peer tutoring program. He has published primarily on collaborative learning and peer tutoring, and is interested in his present work in extending what he has learned in composition studies to the teaching of poetry.

Nedra Reynolds is Assistant Professor of English at the University of Rhode Island, Kingston, where she teaches a variety of undergraduate writing courses and graduate courses in rhetorical theory and composition studies. Her areas of scholarly interest include cartography in composition and questions of pedagogy and desire. Her most recent publication is "Feminist Cultural Studies and Composition Theory: Interrupting Our Way to Writing Agency" in *Feminism and Composition* (MLA, 1997). She has given conference

presentations on portfolio cover letters, instructors' manuals, and graduate-course pedagogy. Her articles and book reviews appear in *Rhetoric Review*, *Journal of Advanced Composition*, *Journal of Teaching Writing*, and *College Composition and Communication*, with chapters in *Ethos: New Essays in Rhetorical and Critical Theory* and *New Directions in Portfolio Assessment*. She is also a member of the CCCC Executive Committee.

Shirley K. Rose is Assistant Professor of English and Director of Composition at Purdue University, West Lafayette, Indiana. Her areas of special interest include gender issues in teaching composition, professional issues for teachers of writing, and the rhetoric of professional discourse in composition studies. She has published essays in a number of composition studies journals and is a founding member of the editorial board of *The Writing Instructor*.

Hephzibah Roskelly is Professor of English and Director of the Composition Program at the University of North Carolina at Greensboro. She teaches a theory-practice course for beginning teaching assistants, as well as courses in reading theory and nineteenth and twentieth century American literature. Coauthor of the book *Reason to Believe: Romanticism, Pragmatism and the Teaching of Writing*, she is a member of the Advisory Board of the North Carolina Humanities Council and the Executive Committee of the Council of English Education, and works with adult literacy and Motherread programs.

Byron L. Stay is Associate Dean, Mount Saint Mary's College, Emmitsburg, Maryland, and Professor of Rhetoric and Writing. He is a former president of the National Writing Centers Association and is currently General Editor of NWCA Press. His scholarly work is in argumentative writing, collaboration, and writing centers.

John Trimbur is Professor of English and Co-Director of the Technical, Scientific, and Professional Communication program at Worcester Polytechnic Institute. He has published widely on collaborative learning and cultural studies of literacy. He is

coeditor, with Richard Bullock and Charles Schuster, of *The Politics of Writing Instruction*, which won the CCCC Outstanding Book Award, and coauthor, with Diana George, of *Reading Culture*. He is currently completing a rhetoric: *The Call to Write*.

Mildred M. Waterfall is a teacher of English, history, and drama, and is staff development coordinator at McLean High School, McLean, Virginia. Coauthor of the book *Where's the Me in Museum?*, she currently writes and designs performance guides for the Kennedy Center in Washington, D.C., and has published various magazine articles and plays including the article "Project Enlightenment" (Council of Basic Education, 1994). She has done graduate work at the University of Virginia, the University of Newcastle Upon Tyne, England, Georgetown University, and Pepperdine University, and is Adjunct Professor at the University of Virginia Curry School of Education.

Robert Yagelski is Assistant Professor of English at the State University of New York at Albany, where he also directs the writing center and codirects the Capital District Writing Project. Prior to coming to SUNY, he codirected the English Education Program at Purdue University, where he also taught in the program in Rhetoric and Composition. The focus of his current research is on understanding literacy as a social and cultural act and investigating ways of improving literacy instruction in secondary and postsecondary settings. He also studies the relationship between literacy and technology, especially in the context of computer-mediated communication. His work has been published in the *Journal of Teaching Writing*, *Rhetoric Review*, *Computers and Composition*, *English Journal*, *Research in the Teaching of English*, and *Radical Teacher*. He has also been a high school English teacher, English Department chair, and a professional freelance writer who published a children's book in addition to articles in magazines and newspapers.

CALL FOR PAPERS:

The Writing Program Administrator as Researcher: Inquiry in Action and Reflection

We invite abstracts for a proposed collection focusing on aspects and prospects of research in Writing Program Administration: what it is, who does it, how it is done, what its purposes are, and how it is similar to or different from other research in rhetoric and composition studies. Possible areas of focus include, but are not limited to: 1) ethical, political, and methodological issues for research situated in writing programs; 2) distinctive characteristics of research in specific kinds of writing programs, namely, writing centers, WAC programs, professional writing programs, and first-year composition programs; 3) definitions or descriptions of a specific type of research in writing program administration, such as action research, group inquiry, and historical work; 4) ways in which WPA research informs other academic contexts and professional communities.

Please send 500-word abstracts and brief descriptions of the author's work in Writing Program Administration including institutional contexts, by 1 July 1997. Drafts of selected papers will be due 1 November 1997. These abstracts may be sent to the attention of Shirley K. Rose and/or Irwin Weiser, Department of English, Purdue University, West Lafayette, IN 47907-1356. Please address inquiries or questions to either Shirley Rose (telephone: 765.494.3742; E-mail: roses@purdue.edu), or Irwin Weiser (telephone: 765.496.2205; E-mail: iweiser@purdue.edu).

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The *Journal of Teaching Writing* is published by the **Indiana Teachers of Writing**, a nonprofit organization of teachers, professors, and editors interested in the encouragement of studies in the teaching of writing. Membership in the ITW includes a journal subscription for two issues and is \$20.00 per year.

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Send inquiries to:

Journal of Teaching Writing
Indiana University Purdue University Indianapolis
425 University Boulevard CA 510
Indianapolis, Indiana 46202
<jtw@indyunix.iupui.edu>
<<http://www.iupui.edu/~jtw>>
Phone: 317.274.4777
Fax: 317.274.2347

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Send inquiries to:

Journal of Teaching Writing
Indiana University Purdue University Indianapolis
425 University Boulevard CA 510
Indianapolis, Indiana 46202
<jtw@indyunix.iupui.edu>
<<http://www.iupui.edu/~jtw>>
Phone: 317.274.4777
Fax: 317.274.2347