

# ABOUT THE AUTHORS

**Nancy Burkhalter** writes about language and literacy issues, including the formulation of grammar policies at the state and national levels, and the cognitive aspects of writing in children and adults. She also writes adult literacy texts and consults for Glencoe/McGraw Hill.

**Lynee Lewis Gaillett** is Assistant Professor of English at Georgia State University. She teaches a variety of undergraduate and graduate courses in writing, the history of rhetoric, and composition theory. Her work has been published in *The Journal of Advanced Composition*, *Composition Studies*, and *The Journal of Basic Writing*. Currently, she is editing a collection of essays, *Scottish Enlightenment Rhetoric and Its Influence on America*, forthcoming from Lawrence Erlbaum Associates.

**Charles Moran** is Professor of English at the University of Massachusetts-Amherst. When this article was accepted for publication, Jill R. Deans, Mary Reda, Katy Ryan, and Rebecca Totaro were Ph.D. candidates in the English Department at the University; Alison Stavchansky was a Masters candidate in the Department of Communications Disorders; and Brion Dulac, Kathryn Southwood, Michael Teig, and Samantha Wood were candidates for the MFA degree in English. All worked together in spring 1996 teaching and together producing materials that became a first draft in August 1996. Moran, Deans, Reda, Ryan, and Totaro then revised this draft for publication in fall 1996, and again in spring 1997, after receiving feedback from the editors of the *Journal of Teaching Writing*.

**John Paul Tassoni** teaches undergraduate courses in composition and American literature at Miami University, Middletown. His work on pedagogy has appeared in such books and journals as *Social Issues in the English Classroom* (NCTE), *Ecofeminist Literary Criticism* (U of Illinois P) and *Teaching English in the Two-Year College*. With Gail Tayko, he is

co-editor of *Sharing Pedagogies: Students and Teachers Write about Dialogic Practices* (Boynton/Cook), which features students' accounts of their experiences in English classrooms.

**Annette Wyandotte** is Co-Coordinator of the Writing Program and Assistant Professor of English at Indiana University Southeast. Combining law with the study of rhetoric and composition has prompted a focus on argumentation. She teaches argument through original scenarios that acknowledge the multiple truths and values of “fuzzy” logic. Therefore, she is especially interested in engaging students in social issues, particularly ethics. To foster cooperation over competition, she incorporates a mentoring program in her classes that operates through eastern precepts. To combine critical with creative reflection, she also incorporates the motivational theory of enneagram studies in audience analysis and character study.

**Connie Young** worked as a production editor and textbook designer for Merrill Publishing Company in Columbus, Ohio for five years. After moving to Denver, Colorado she worked as a freelance designer of textbooks. After living in Hong Kong for eight months, she returned to the United States to pursue her M.A. degree in English with an emphasis in teaching writing from the University of Colorado in Denver. Connie teaches writing classes at Bethel College in Mishawaka, Indiana, where she works with freshmen and adult learners in an ethnically diverse setting. Connie's goals include earning a doctorate degree and continuing her study of the impact of multiple intelligences in the writing classroom.

**Sue Hum** is Assistant Professor at the University of Akron where she teaches composition and rhetorical theory. Her research interests include histories of composition, literacy, and technology; English as a second language; and gender and writing. Using Zen koans and poetry, she is developing pedagogical strategies based on the Zen dictum “teaching by action, learning by doing.” She continues to work on the ideal of an embodied literacy predicated on compassion and emancipation.

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**Send inquiries to:**

*Journal of Teaching Writing*  
Indiana University Purdue University Indianapolis  
425 University Boulevard CA 505  
Indianapolis, Indiana 46202  
<jtw@iupui.edu>  
<<http://www.iupui.edu/~jtw>>  
Phone: 317.274.4777  
Fax: 317.274.2347