

ABOUT THE AUTHORS

MaryAnn K. Crawford is Associate Professor of English at Central Michigan University (CMU). She directs the CMU Writing Center and Basic Writing programs, teaches composition and linguistics, and researches, writes, and publishes on a variety of writing, literacy, linguistics, and discourse issues. Her article, "The Portfolio Project," co-authored with Sherry Thomas and Julie Bevins, received the 2003 Outstanding Scholarship Award from the International Writing Centers Association. She is also associate editor of *SHAW: The Annual of Bernard Shaw Studies*.

Peter Elbow is Professor of English Emeritus at the University of Massachusetts/Amherst. He directed the Writing Program there and at SUNY Stony Brook—and taught at M.I.T., Franconia College, and Evergreen State College. His "Vernacular Englishes in the Writing Classroom" appeared in *ALT DIS: Alternative Discourses and the Academy* (Eds. Schroeder, Bizzell, and Fox). His "Inviting the Mother Tongue" can be found in his *Everyone Can Write: Essays Toward a Hopeful Theory of Writing and Teaching Writing*—which was given the James Britton Award by the Conference on English Education. With Pat Belanoff, he wrote a textbook, *Being a Writer* (2001). A short section, *Sharing and Responding*, is published separately as a student guide for peer feedback. NCTE recently gave him the James Squire Award "for his transforming influence and lasting intellectual contribution."

Lahcen Ezzaher is Associate Professor of English at the University of Northern Colorado. He teaches graduate seminars in classical rhetoric and undergraduate courses in writing and literature, in addition to serving as Director of the Writing Minor. He has published articles in *Critique*, *Disputatio*, and *Academic Exchange Quarterly*, and he has also presented papers at national and international conferences on the medieval Arabic commentary

tradition on Aristotle's *Rhetoric*. He is currently working on an Arabic-English translation of Averroes' Middle Commentary on Aristotle's *Rhetoric*.

David E. Kirland is a doctoral candidate in the Department of Teacher Education at Michigan State University. His work focuses upon issues of literacy in the lives of urban adolescent youth and urban teacher education. He has published on Black youth culture, identity, language, and literacy and has received several awards, including the Spencer Foundation's Research Training Grant and the Conference on College Composition and Communication's *Scholar for the Dream Award*. His current project, "Boys in the Hood: Exploring Literacy in the Lives of Urban Adolescent Black Boys," is an ethnographic study that examines the politics, pitfalls, and possibilities of acquiring literacy in urban Black America.

Eleanor Kutz is Professor of English at the University of Massachusetts/Boston, where she teaches first-year composition and directs the graduate internship in teaching composition.

Jackie Cornog and **Denise Paster** are former graduate interns at UMass/Boston who are now teaching at Benjamin Franklin Institute of Technology. All share an interest in the diverse learners they teach and in developing effective pedagogy for teaching writing to those learners. **Jackie Cornog** is also a poet who helps students bridge the worlds of creative and expository writing. **Denise Paster** is the coauthor with **Eleanor Kutz** of the Instructor's Manual for *Exploring Literacy*, a first-year writing text based on the curriculum discussed in this article.

Kim Brian Lovejoy is Associate Professor of English at Indiana University-Purdue University Indianapolis, where he teaches in the writing program and serves as Associate Editor of the *Journal of Teaching Writing*. His research interests include academic writing, language diversity, portfolio instruction, and linguistic approaches to the study of written discourse. His "Practical Pedagogy for

Composition” appeared in *Language Diversity in the Classroom: From Intention to Practice* (Ed. Geneva Smitherman and Victor Villanueva). He co-authored (with Ken Davis) *Writing: Process, Product, and Power* (Prentice Hall) and has published articles in *Linguistics and Education*, *Journal of Teaching Writing*, *Lessons: Stories From the Writing Classroom*, and *Writing Lab Newsletter*. For the Language Policy Committee, Conference on College Composition and Communication, he is currently updating the annotated bibliography for *Students’ Right To Their Own Language*.

Gail Y. Okawa is Associate Professor of English at Youngstown State University, Ohio. She was Visiting Scholar, Center for Biographical Research, University of Hawai`i at Manoa, 2002-03; and Scholar in Residence, Smithsonian Institution, Spring-Summer 2002. Her current research focuses on the little-known language and literacy experiences of Japanese immigrants in U.S. Justice Department internment during World War II, the subject of a book-length study, and on which she has published “Letters to Our Forebears: Reconnecting Generations Through Writing” in *English Journal*. She has also published essays in various national journals (*CCC*, *English Journal*, *Writing Center Journal*) and collections on language, race, and pedagogy (e.g., *Teaching Life Writing Texts* (forthcoming); *Language Diversity in the Classroom*; *Language Ideologies: Race, Rhetoric, and Composition*; *Ethnicity and the American Short Story*; and *Writing in Multicultural Settings*).

Arthur Palacas is Professor of English at The University of Akron, where he has taught linguistics and composition since 1976. His current research centers on issues of African American English in the composition setting. He has written “Liberating American Ebonics from Euro-English” (*College English* 63 (2001): 326-52) and “The Role of Universals in Differentiating AAVE and Standard English” (*CLS* 36. Chicago: Chicago Linguistic Society, 2001. 289-99). His forthcoming and in-progress works include “Retention Effects of Black English Study on African American Students at The University of Akron,” “African-American Voice

and the Pedagogy of Language,” and *The Triumph of Ebonics or We’ve Dawged Ebonics Long Enough: A Greek American English Professor’s Secrets for the Healing of a Nation*.

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