

ABOUT THE AUTHORS

Anthony Edgington is assistant professor of English at the University of Toledo. His work focuses on writing assessment, reading and responding to student writing, and methods of using reflective writing in the classroom. His most recent work focuses on teacher reading strategies while reading and responding to student writing and re-visualizing response as a contextual activity.

Sibylle Gruber is associate professor of Rhetoric at Northern Arizona University where she directs the University Writing program and teaches graduate and undergraduate courses in literacy studies, rhetoric and cultures, computers and composition, and the theory and history of composition studies. She edited *Weaving a Virtual Web: Practical Approaches to New Information Technologies* and co-edited a book with Laura Gray-Rosendale titled *Alternative Rhetorics: Challenges to the Rhetorical Tradition*. Gruber's work on cybertheories, feminist rhetorics, composition, and cultural studies can be found in journals such as *Computers and Composition*, *Computer Supported Cooperative Work*, *Journal of Basic Writing*, *Works and Days*, *The Journal of the Assembly on Computers in English*, and *The Information Society*; and books such as *Feminist Cyberscapes: Essays on Gender in Electronic Spaces*, *Global Literacy Practices and the WWW*, and *Teaching Writing with Computers*.

Janis Haswell is professor of English and Director of the Honors Program at Texas A&M University-Corpus Christi, where she teaches composition and British literature. In addition to monographs on literary figures W. B. Yeats and Paul Scott, she has published in *College Composition and Communication*, *Assessing Writing*, *Rhetoric Review*, *Writing on the Edge*, *The South Carolina*

Review, The Viet Nam War Generation Journal, Studies in the Novel, and most recently in Transformations and Studies in Canadian Literature.

John Parras was awarded a 2004 National Endowment for the Arts Fellowship in Fiction Writing. His novel "Fire on Mt. Maggiore" won the Peter Taylor Prize and is available from the University of Tennessee Press. Parras received his Ph.D. at Columbia University and is now Associate Professor of English at The William Paterson University of New Jersey, where he teaches twentieth century literature and creative writing.

Jonathan Scott is assistant professor of English at the City University New York, Borough of Manhattan Community College, where he is the co-coordinator of the Composition Committee. He has published essays on writing and literature in *Race & Class, Politics and Culture, The Black Commentator, Rethinking Schools, Socialism and Democracy, and The Minnesota Review.*

Gina Victoria Shaffer, a member of the UCLA Writing Programs faculty, teaches a variety of first-year and upper-division composition courses, specializing in such topics as gender and violence, family dynamics, and the effects of technology, consumerism, and the media on identity. She received her Ph.D. in English from the University of California, Irvine, where she taught courses in composition and literature. Shaffer's training as a journalist and her background as a playwright allow her to bring a multidimensional approach to writing instruction.

Elizabeth (Beth) S. Taylor directs the Expository Writing Program as a senior lecturer in the English Department at Brown University. Besides creative nonfiction, she teaches the research essay, radio nonfiction, and "Writing the Southeast Asian War," and supervises campus journalism. Recent publications are "Quaker in Vietnam: Rick Thompson," a Pendle Hill Pamphlet; "Fighting Pacifism," in *Friends Journal*; "Crossing the Line: Finding Butch" in the journal *War, Literature, and the Arts*; "Lost to

Vietnam: Choices and Impact" in the anthology *Friends and the Vietnam War*, and entries on the website "Writing Vietnam."

P. L. Thomas taught high school English for 18 years, but recently moved to Furman University in Greenville, SC, to be a professor of education. He has published five books, most recently *Number Games*, *Teaching Writing Primer*, and *Reading, Learning, Teaching Barbara Kingsolver*, and has several articles in *English Journal*, *Vitae Scholasticae*, and other journals. He has taught in the Spartanburg Writing Project and is a member of the NCTE Committee on the History of the Council.

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