

ABOUT THE AUTHORS

Laura Aull is Associate Professor and Director of the English Department Writing Program at the University of Michigan. She is the author, most recently, of *How Students Write: A Linguistic Analysis*.

Angie McKinnon Carter is a Senior Lecturer in the Department of English and Literature at Utah Valley University where she teaches composition and editing. She enjoys exploring the relationships among writing conferences, people's communicative contexts, and revision from an applied linguistics lens (currently conversation analysis, speech act theory, and corpus analysis). When she isn't teaching or researching, she loves gardening, reading fantasy, and creating Marvel movie-inspired writing metaphors.

Whitney Gegg-Harrison earned her Ph.D. in Brain and Cognitive Sciences from the University of Rochester, where she now teaches both first-year and upper-level writing classes in the Writing, Speaking, and Argument program. Prior to that, she earned a Masters in Computational Linguistics from The Ohio State University. She is interested in linguistically- and cognitively-informed approaches to writing pedagogy.

Craig Hancock, guest co-editor of this special issue, has over fifty years of teaching experience, the last thirty-five at The University at Albany, where he recently retired as Director of Writing and Reading for the Educational Opportunities Program, designing curriculum and teaching classes in both Linguistics and English. He has long been an advocate for explicit attention to language within composition. His 2005 text, *Meaning-Centered Grammar* (Equinox), has been called "a traditional grammar from a functional perspective." He has long been active at the Conference on College Composition and Communication, presenting regularly on

language and writing, instrumental in growing and sustaining the Language, Linguistics, and Writing group, helping it transition from Special Interest Group to Standing Group. He anticipates continuing research and scholarship in retirement.

Debra Myhill is Professor of Education at the University of Exeter, UK, and Director of the *Centre for Research in Writing*, which promotes inter-disciplinary research, drawing on psychological, socio-cultural, and linguistic perspectives on writing. Her research interests focus principally on writing and the teaching of writing, particularly linguistic and metalinguistic development, the composing processes involved in writing, the talk-writing relationship, and creative writing. Underpinning this research is the principle that literacy, especially writing, is a pathway to empowerment. Over the past twenty years, she has led a series of research projects in these areas, in both primary and secondary schools.

Cornelia Paraskevas is Professor of Linguistics and Writing at Western Oregon University. Her research has focused on various areas of the two disciplines, including grammar pedagogy, language and immigration, contract grading in linguistics, and writing pedagogy; more recently, her research has focused on areas of linguistics that are particularly important in the teaching of writing. She is the co-author of *Conversations about Writing* (with Nelson Thomson) and author of *Exploring Grammar through Texts* (Routledge).

Deborah Rossen-Knill, guest co-editor of this special issue is the founding director of the Writing, Speaking, and Argument Program at the University of Rochester. She teaches writing and pedagogy courses, and studies real and fictional texts, drawing on work in linguistics, philosophy of language, cognitive science, literary studies, and writing studies. Her early research focuses on describing and explaining dialogue in fiction, verbal parody, and interactions around yes-no questions in natural language. More

recently, she has brought knowledge from linguistics and dialogue studies to her interest in writing program administration and writing instruction. Her work in these areas focuses on the function of student input in writing placement conversations, the identification of dialogically-based principles of academic writing and corresponding teaching strategies, and—dearest to her heart—rhetorical grammar.

Joseph Salvatore is Associate Professor of Writing at The New School, in New York City, where he received the University Distinguished Teaching Award and was the founding editor of their literary journal *LIT*. He is the author of a prize-winning story collection, and, along with Loretta Gray, is the co-author of the 10th edition of Martha Kolln's textbook *Understanding English Grammar* (Pearson, 2016). He is the Books Editor at *The Brooklyn Rail*, a journal offering critical perspectives on art, politics, and culture. His fiction, nonfiction, and articles have appeared in many publications.