

ABOUT THE AUTHORS AND EDITORS

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Paula Carlino is a researcher with the National Council of Scientific and Technical Research, CONICET, at the University of Buenos Aires. She leads the GICEOLEM (Group for Students' Inclusion in Quality Education through Teachers Taking Care of Reading and Writing in the Disciplines), a group devoted to research and teacher development. Her interests include WAC/WID, academic literacies, action research, teacher education, and graduate students' experiences regarding their dissertations. She has lectured and consulted in several Latin-American universities. She has authored *Escribir, leer y aprender en la universidad. Una introducción a la alfabetización académica* [*Writing, Reading and Learning at the University. An Introduction to Academic Literacy*], which was distinguished as Best Book in Education 2005. Dr. Carlino has co-authored *Lectura y escritura, un asunto de todos* [*Writing and Reading. Everybody's Matter*], declared of Educational Interest by the National Senate of Argentina.

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Lawrence Cleary is a Writing Consultant at Ireland's first Regional Writing Centre at the University of Limerick. Cleary is involved in the design, delivery, and evaluation of writing-support interventions, including teaching academic writing at both undergraduate and postgraduate level, grounding writing centre initiatives in good practice and sound theory.

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Associate Professor **Lisa Emerson** from Massey University, New Zealand, has been a key player in the development of academic writing in the tertiary curriculum in New Zealand since 1989. She is currently teaching the first Writing Center courses in New Zealand. Her research interests include science writing, plagiarism, and transition literacy.

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Matilde García-Arroyo is an English professor at InterAmerican University of Puerto Rico, Metro Campus, where she teaches at the undergraduate and graduate levels. She combines her teaching responsibilities with the research she conducts in both the reading and writing processes in L1 and L2.

Katrin Girgensohn, founder and scientific director of the Writing Center at the European University Viadrina in Frankfurt (Oder), Germany, is chair of the European Writing Centers Association (EWCA). She published a workbook on creative writing, an anthology on writing center work with international PhD students, a novel, and several compilations of creative memoirs.

Co-editor of *Negotiating a Meta-Pedagogy: Learning from other Disciplines* (with Toni Glover), **Emily Golson** has published articles and book chapters in the *Journal of General Education*, *Advanced Composition*, *Computers and Composition*, *Kairos*, and *Comp Tales*. She has been Writing Center director at the American University in Cairo and chaired the first Department of Rhetoric and Composition in the Middle East.

Karyn Gonano is a Language and Learning Educator at Queensland University of Technology (Australia), delivering writing programmes across the

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Blanca González Pinzón has degrees in Philology and Languages, Classical Languages, and Social and Educational Development from the Universidad Nacional (Colombia). She researches reading and writing at all levels of education and currently directs the Reading and Writing Program at Universidad Sergio Arboleda.

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Linda Hirsch, Professor of English at Hostos Community College/CUNY (US), coordinates the Hostos Writing/Reading Across the Curriculum Initiative. She researches language and cognitive needs of students across disciplines, including ELLs. Currently she is examining the transformative effects of WAC pedagogies on faculty and students. She also writes and hosts a television program devoted to issues in education.

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Patricia Iglesia is a biologist whose research area of interest is science education. She is a biology professor of first year courses at the University of Buenos Aires, where she has been working with writing tasks to promote learning of cellular biology since 2005. She is currently completing a master’s degree in writing and literacy.

Eva-Maria Jakobs, full professor in Textlinguistics and Technical Communication at RWTH Aachen University, directs the Institute for Industrial Communication and Business Media and is a full member of the German National Academy of Science and Technology. She has published more than forty papers and books dealing with writing and text production in professional scientific writing, writing at the workplace, and writing in electronic environments. Jakobs is co-editor of the *Handbook of Writing and Text Production* to be published in 2013 by Mouton de Gruyter.

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Sally Mitchell coordinates the Thinking Writing team at Queen Mary, University of London. She is currently conducting a study, with Sue Hudd at Quinnipiac University, Connecticut (US), of how higher education institutions think about and situate writing development initiatives, particularly in relation to their broader agendas for teaching and learning.

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Lucía Natale is an applied linguist who specialises in language education, especially in early and academic literacy. Her research interests include writing teaching and discourse analysis. She is a Lecturer at the Universidad Nacional de General Sarmiento (Argentina), where she coordinates an institutional program for developing reading and writing across the curriculum.

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Hadara Perpignan, who passed away on December 25, 2010, after a difficult illness, was senior lecturer in the department of English as a Foreign Language at Bar-Ilan University (Israel), where she taught writing for academic purposes to doctoral candidates. She developed writing programs at Bar-Ilan University and the University of Haifa, as well as at the Catholic University of Rio de Janeiro, Brazil. Her research centered on teacher-written feedback to student writing, affective and social outcomes of writing instruction, and genre analysis of literary criticism.

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Lotte Rienecker, director of the Writing Centre at the University of Copenhagen, has since 1992 taught and published in (teaching) academic writing, university genres, writing processes, assessment criteria, writer's block, research questions, academic articles, etc. She works with university learning and teaching, supervisor's courses, feedback, PhD generic skills courses. Lotte Rienecker is currently chair of the Danish Universities Association for Learning and Teaching.

Lynne Ronesi, Assistant Professor at the American University of Sharjah (UAE), teaches writing, trains undergraduate writing tutors, and directs the Writing Fellows Program. She worked with undergraduate writing tutors at the University of Rhode Island, US, and at the Al Akhawayn University in Ifrane, Morocco.

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Aparna Sinha is pursuing her PhD in Education at the University of California, Davis (US), with designated emphases in Writing Studies and in Second Language Acquisition. She has a master's degree in English Literature with an emphasis in Composition and Rhetoric and a master's degree in TESOL certificate. She has been teaching composition for six years. Her dissertation research concerns student placement and assessment in first-year writing courses.

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Dilek Tokay coordinates the Sabanci University (Turkey) Writing Center and its Undergraduate Program; at Sabanci since 1999, she worked at the Middle East Technical University (1970-1983) and Bosphorus University (1983-1999) as instructor, academic director, curriculum designer, materials producer, and teacher trainer. She was Chair of the European Writing Centers Association, 2005-2007.

Associate Professor in the Department of Rhetoric, Writing, and Communications at the University of Winnipeg (Canada), **Brian Turner** teaches rhetorical criticism, rhetorical theory, and environmental writing. He and Judith Kearns have co-authored several articles, the latest of them a rhetorical study of *Globe and Mail* columnist Christie Blatchford for the *Canadian Journal of Communication*.

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