

Notes on Contributors

Joan Mullin, professor of rhetoric and writing at the University of Texas, leads the College of Liberal Arts WAC initiative. From 1987–2004 she initiated and directed the WAC program and Writing Center at the University of Toledo, and has published in writing center, WAC, and disciplinary journals across the curriculum. She is also collaborating on an examination of intellectual property and plagiarism across the disciplines, researching peer-to-peer teaching and classroom writing assessment, leading WAC workshops and serving as a WPA consultant evaluator.

Susan Schorn has been coordinator of the Writing Across the Curriculum Initiative at the University of Texas at Austin since 2001. Her work has appeared most recently in the NCTE collection *What is College Level Writing?*

Michael Charlton is a PhD candidate in rhetoric and composition at the University of Oklahoma, where he works as a research assistant in a Writing Across the Curriculum project, the General Education Assessment Team.

Kate Chanock is director of the Humanities Academic Skills Unit at La Trobe University in Melbourne, Australia, where she lectures on academic reading and writing, argument and evidence, audience, voice and language; and works with individual students, at all levels from first year to PhD, on their writing-in-progress for the disciplines. Her main research interests are the cultures and discourses of academic study and the challenges facing students with a learning disability. Details of her work, including more than 50 publications, can be found at www.latrobe.edu.au/humanities/supportunits/hasu.

Rebecca Jackson is an associate professor of English and director of the MA in Rhetoric and Composition program at Texas State University. Her previous work has appeared in

Rhetoric Review and in several edited collections in writing center and writing program studies, including *The Center Will Hold*, *The Writing Program Administrator's Resource*, and *Preparing College Teachers of Writing*.

Deborah Balzhiser Morton is an assistant professor of English at Texas State University where she teaches rhetoric, composition, and technical communication. Before coming to Texas, she taught WAC, WID, and interdisciplinary courses.

Carol Rutz has directed the writing program at Carleton College since 1997. Her research interests include response to student writing, assessment, and faculty development. With Mary Savina, she is the co-editor of a collection of essays written by Carleton faculty and staff forthcoming from College City Press: *Building Intellectual Community through Collaboration*.

Jacob S. Blumner is the director of the Marian E. Wright Writing Center and assistant professor of English at the University of Michigan–Flint. He co-edited with Robert W. Barnett both *Writing Centers and Writing Across the Curriculum Programs: Building Interdisciplinary Partnerships* and the *Allyn and Bacon Guide to Writing Center Theory and Practice*.

Kathleen Dudden Rowlands is an assistant professor in the Department of Secondary Education at California State University, Northridge and the author of *Opening Texts: Using Writing to Teach Literature* (Heinemann 1990) published under her former name: Kathleen D. Andrasick. Through her affiliations with various sites of the National Writing Project, Rowlands has worked with writing instruction and writing as a tool for learning since 1980 in Hawaii, Texas, Pennsylvania, and California.

Linda S. Bergmann, associate professor of English at Purdue University and director of the Purdue Writing Lab, has started Writing Across the Curriculum programs and writing centers at the University of Missouri–Rolla, the Illinois Institute of Technology, and Hiram College. She has published widely in journals and collections, and is co-editor of the recently-published *Composition and/or Literature: The End(s) of Education* (NCTE). She is working on a textbook for research writing and a collection of studies on plagiarism.