

## About the Authors

**Charles Bazerman**, Professor and Chair of the Department of Education at the University of California, Santa Barbara, is interested in the social dynamics of writing, rhetorical theory, and the rhetoric of knowledge production and use. He has been active in developing graduate degree objectives in rhetoric, literacy, and communication at UCSB and previously at Georgia Tech. His most recent books are a collection of essays co-edited with David Russell on writing and activity theory, *Writing Selves and Societies*, (available online at [http://wac.colostate.edu/books/selves\\_societies/](http://wac.colostate.edu/books/selves_societies/) ) and a methods book on textual analysis co-edited with Paul Prior, *What Writing Does and How It Does It*. His book, *The Languages of Edison's Light*, won the Association of American Publisher's award for the best scholarly book of 1999 in the History of Science and Technology. Previous books include *Constructing Experience*, *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science*, *The Informed Writer: Using Sources in the Disciplines*, and *Involved: Writing For College, Writing for Your Self*. Co-edited volumes include *Textual Dynamics of the Professions*, *Landmark Essays in Writing Across the Curriculum*, and a special issue of *Mind, Culture, Activity* on "The Activity of Writing, The Writing of Activity." Current projects include a rhetorical theory of literate action, an investigation of environmental information, examination of writing in a geology course, and an investigation of tensions among writing assessment devices. He is also editing the *Handbook of Writing Research* and is editor of the Reference Guides to Rhetoric and Composition for Parlor Press.

**Lisa Bethel** teaches writing in the Los Angeles area.

**Teri Chavkin** is a Doctoral student in the Gevirtz Graduate School of Education, University of California, Santa Barbara, specializing in

the teaching of writing. Her research focuses on writing processes of students with High Functioning Autism.

**Danielle Fouquette** is Instructor of English at Fullerton College, where she teaches writing. Her research interests concern the assumptions and perspectives that lie behind teacher comments on student papers and how students interpret and understand those comments.

**Janet Garufis** is adding graduate studies in writing to a successful career in the banking industry. Her interests include business writing, writing and identity, and social justice.

**Joseph Little** is a writer and teacher of writing who lives and works in Toronto. He studied writing at the University of Minnesota and at the University of California, Santa Barbara, where he received his PhD in Language, Literacy, and Composition Studies in 2004. Little's research and teaching interests surround disciplinary writing practices, technical writing, and personal writing. His work has been published in *Written Communication*, *Rhetoric Society Quarterly*, and the *Journal of Technical Writing and Communication*.