CONTRIBUTORS

Luise Beaumont is a Writing Program and Writing Center enthusiast. She is coordinator of the Writing Center at New York University Abu Dhabi where she is planning on conducting research for her PhD. Luise is particularly interested in tutor training, multilingualism in the Writing Center and integrating creative writing methods in tutoring undergraduate students. She has co-authored multiple articles and chapters as well as presented on WAC, Writing Center practices and creative writing strategies.

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Malcolm Graeme Childers is a former college art professor who chose to devote his time to creating visual art, music and creative writing. Besides producing a collection of relief etchings that are part of his multi-media book, Roadsongs: A Journey into the Life and Mindscape of an American Artist, he has also produced the Rocky Mountain PBS documentary Roadsongs: A Journey into the Rocky Mountain West. His interest in Writing Across the Curriculum includes giving workshops and presentations at major professional conferences on writing, writing centers, and English.

Pamela B. Childers, Caldwell Chair of Composition Emerita at McCallie School, is Executive Editor of The Clearing House. Recipient of the IWCA Outstanding Service Award, she serves on WAC and writing center boards and has written numerous articles, chapters, The High School Writing Center, Programs and Practices: Writing Across the Secondary School (with Gere and Young), and ARTiculating: Teaching Writing in a Visual World (with Hobson and Mullin). Pam consults on writing with all academic levels.

Michelle Cox, founding director of Bridgewater State University’s WAC program, is Director of the English Language Support Office at Cornell University, which provides support for international graduate students. She serves on Across the Disciplines and WAC Clearinghouse editorial boards, and on the International WAC Board of Consultants. She recently published (with co-editor Terry Myers Zawacki) WAC and Second Language Writers: Research toward Linguistically and Culturally Inclusive Programs and Practices (WAC Clearinghouse/Parlor Press, 2014).
Contributors

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Marie Hansen is an English Language Arts teacher at Burnsville High School, where she teaches eleventh-grade English, leads their writing center, and directs student theater productions. Marie is also a teacher consultant for the Minnesota Writing Project, an active member of the E12 Writing Centers Collective, and a graduate student at the University of St. Thomas in the masters in literature program. In 2011, she received the Minnesota Council of Teachers of English Developing Leadership Award for her passion and enthusiasm in the field.

Debra Hartley is a co-director and webmaster of the Center for Writing at the University of Minnesota-Twin Cities, co-coordinator of Student Writing Support, and technology liaison for the Minnesota Writing Project. She belongs to Writing Center Professionals of Minnesota and the E12 Writing Centers Collective. Her professional interests include the use of technology in writing centers and classrooms and digital storytelling.

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Contributors

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**Mary McMullen-Light** directed the WAC Program at MCC-Longview for over twenty years, collaborating with faculty in general education, career and technical programs. She serves on the Board of Consultants for the International WAC Network and contributed to the Statement of WAC Principles and Practices. She has presented at the International WAC Conference and CCCC. Mary has worked at an alternative high school and is Research Coordinator for Outcomes Assessment at Johnson County Community College.

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**Kristen Nichols-Besel** recently completed her PhD in the Department of Curriculum and Instruction at the University of Minnesota-Twin Cities, where she consulted with undergraduate and graduate writers at the University’s Center for Writing. Prior to graduate school, she taught high school English language arts in Iowa. Currently, she teaches pre-service teachers at the College of St. Scholastica and works in the writing center at Bethel University. Her research interests include young adult literature and engagement of adolescents.

**Brad Peters** is Professor of English, coordinator of WAC, and director of undergraduate studies in English at Northern Illinois University. He prepares teacher-licensure candidates in writing instruction and teaches graduate courses in rhetoric. With Joonna Trapp, he co-edits the *Journal of the Assembly for Advanced Perspective in Learning* (JAEPIL).

**Mandy Pydde** completed training as Peer Tutor in Writing while doing her studies in intercultural communication (M.A.). She worked as peer tutor in writing for two years at the Writing Center of the European University (Frankfurt
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**Andrea Revel Chion** is a teacher of biology and health at secondary schools and a lecturer of biology didactics at teacher training colleges. She is also a professor and researcher at the University of Buenos Aires. Her publications include textbooks and several papers in educational journals. She is the co-author of “Escribir para aprender” (2013). Her research focuses on school scientific argumentation in relation to health and on narratives as a learning tool.

**Trixie G. Smith** is director of The Writing Center at Michigan State University. Her memberships include IWAC, IWCA, ECWCA, CCCC, MiWCA, and NWSA; she presently serves on the boards of both IWCA and ECWCA. Her publications include textbooks on WAC/WID and FYW and articles/chapters on writing centers, mentoring, and gender. Trixie’s current research focuses on working with graduate and faculty writers; queer mentoring and pedagogy; and an oral history project about Sistrum, Lansing Women’s Chorus.

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**Simone Tschirpke** is part of academic staff at the Writing Center of the Europa Universität Viadrina, Frankfurt (Oder) Germany. She is involved in everyday writing center work and in peer tutor education. Together with colleagues Simone founded the journal JoSch—Journal der Schreibberatung which is especially supporting peer tutors to publish their perspectives and experiences.

**David Wellen** of Jefferson High School teaches the full range of honors, mainstream, and at-risk students in his biology classes. He specializes in working with students who struggle to complete their required course credits in biology. He has also coached football and wrestling for many years.

**Art Young** is Robert S. Campbell Chair and Professor of English Emeritus at Clemson University, where he founded and coordinated Clemson’s award-winning communication-across-the-curriculum program (1990-2009). In March 2002, Art received the Exemplar Award from the Conference on College Composition and Communication for outstanding achievement in teaching, research, and service. He has published extensively on Writing Across the Curriculum and in other areas connected to the theory and teaching of writing.