Contributors

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**Judy Hunter**, director of the Writing Lab at Grinnell College, has tutored college students for 26 years. With Jean Ketter, she published two articles: "Student Attitudes toward Grades and Evaluation on Writing," in *Alternatives to Grading Student Writing*, Stephen Tchudi, ed., Urbana IL, NCTE: 1997, and "When Consensus Fails: How Faculty Writing Seminars Limit the Possibility of Multiple Discourses in a College Community," in *Language and Learning Across the Disciplines* 2.2, September, 1997. She received an M.A. in English Education from the University of Iowa in 1997 and has served on the Grinnell-Newburg Board of Education since 1994.

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Derek Wallace—after brief careers as a poet, an administrator, and an editor in a non-governmental think tank—now lectures in academic and professional writing and interpersonal communication at Victoria University of Wellington in New Zealand. His primary area of research interest is an exploration of the role of writing in the development of public policy, with particular reference to the formation of a “democratic habitus” (in the words of Chantal Mouffe) and a “democratic rhetoric” (Gregory Clark). Work in progress is a study of the ways different polities across time and space orient towards and conceptualize the future. Other details are available at http://www.vuw.ac.nz/lals/staff/Derek_Wallace.html.

Arturo Yañez is associate professor of English as a Foreign Language at Los Andes University in Merida City, Venezuela. He mainly teaches genre-based courses in composition to develop students awareness and competence in multiple literacies. His current research analyzes how Spanish writers compose in English as a foreign language (and in Spanish as a native language) in their disciplines. His interests include research methodology, activity theory, and genre theory.