

# CONTRIBUTORS

**Charles Bazerman** is a Distinguished Professor at the University of California Santa Barbara. He has recently been designated Doctor Honoris Causa by the National University of Cordoba, Argentina, one of the first universities in the Americas.

**Ellen C. Carillo** is Associate Professor of English at the University of Connecticut and the Writing Program Coordinator at its Waterbury Campus. She teaches courses in composition and literature, and is the author of *Securing a Place for Reading in Composition: The Importance of Teaching for Transfer* (Utah State University Press, 2015).

**Irene Clark** is Professor of English, Director of Composition, and Director of the Master's option in Rhetoric/Composition at California State University, Northridge. Her articles have appeared in *College Composition and Communication*, *Writing Program Administration*, *Composition Forum*, the *WAC Journal*, the *Writing Center Journal*, and the *Journal of General Education*.

**Steven J. Corbett** is Director of the University Writing Center and Assistant Professor of English at Texas A&M University-Kingsville. He is the author of *Beyond Dichotomy: Synergizing Writing Center and Classroom Pedagogies*, and co-editor of *Peer Pressure, Peer Power: Theory and Practice in Peer Review and Response for the Writing Classroom*.

**Dana Lynn Driscoll** is Associate Professor of English at Indiana University of Pennsylvania, where she teaches in the Composition and TESOL doctoral program. Her scholarly interests include writing centers, writing transfer, RAD research methodologies, writing across the curriculum, and writing assessment.

**Dylan B. Dwyer** is Associate Professor of Composition Studies at the University of Maine. His research has won the Kenneth A. Bruffee (2014) and Richard Braddock (2013) Awards. Current projects include corpus-based approaches to identifying novice teachers' construct-representations and an attempt to reconcile rhetorical and cognitive constructs of genre.

**Linda Flower** is Professor of English at Carnegie Mellon University. She has written on cognitive rhetoric (*The Construction of Negotiated Meaning: A Social Cognitive Theory of Writing*), supporting urban engagement (*Community Literacy and the Rhetoric of Public Engagement*), and holding community think tanks, "Difference-Driven Inquiry" in *RSQ*.

**Gwen Gorzelsky** is Executive Director of The Institute for Learning and Teaching (TILT) and Professor of English at Colorado State University. She has published articles in *College Composition and Communication*, *College English*, *Reflections*, *JAC*, *JAEPL*, and other venues. Her research interests include writing

instruction, learning transfer, metacognition, and literacy learning, particularly uses of literacy for personal and social change.

**Carol Hayes** is Assistant Professor of Writing at George Washington University where she serves as Writing Center Deputy Director. Her research interests include writing centers, first-year writing, and on the transfer of writing skills from one context to another (such as high school to college, or first-year writing courses to writing performed in disciplinary courses).

**John R. Hayes** is Professor Emeritus of Psychology at Carnegie Mellon University has been a pioneer in introducing cognitive psychology in writing research publishing multiple articles, chapters, and books. He currently supports the open-access *Journal in Writing Research*, including a biannual award for outstanding quantitative or qualitative empirical research in writing.

**Alice Horning** is Professor of Writing & Rhetoric/Linguistics at Oakland University, where she has taught business writing, first-year writing and served as program administrator. Her work has appeared in the major professional journals; forthcoming is her co-edited volume, *What is College Reading?* from ATD Books.

**Edmund Jones** is Associate Professor of English at Seton Hall University where he is researching knowledge transfer in writing. His other interests include directed self-placement, computer-based assessment of essays, self-efficacy and other self-beliefs in relation to writing achievement, and integrating assessment across the campus.

**Peter Khost** is Assistant Professor at Stony Brook University. His book *Rhetor Response* is forthcoming from Utah State University Press. Khost received grants from CCC and CWPA to study student writers' habits of mind. He is founding chair of CWPA's Task Force for Publicizing the *Framework for Success in Postsecondary Writing*.

**Marcus Meade** is a doctoral candidate and lecturer at the University of Nebraska-Lincoln and co-director of the Writing Lincoln Initiative. His scholarly work has appeared in *College Composition and Communication*.

**Patricia Portanova** is Associate Professor of English at Northern Essex Community College where she teaches writing and communication. Her research focuses on writing with distractions, multilingual student writers, and service learning. Her work appears in the collection *Linguistically Diverse Immigrant and Resident Writers* and the forthcoming *Social Writing/Social Media*.

**Joseph Paszek** is Assistant Professor, Director of the Writing Program, and Director of the Writing Center at the University of Detroit Mercy. He received his doctorate in rhetoric and composition from Wayne State University in 2016 for his project that investigated student values and perceptions of core curriculum writing courses.

**E. Shelley Reid** is Associate Professor of English and Director of the Center for Teaching and Faculty Excellence at George Mason University. Her work on teacher preparation, mentoring, and writing education appears in *Composition Studies*, *College Composition and Communication*, *Pedagogy*, *Writing Program Administration*, and *Writing Spaces*.

**Dirk Remley** is Professor of English at Kent State University, where he teaches professional writing courses including business writing and technical writing. He has authored books on cognitive neuroscience and multimodal rhetoric pertaining to instructional messages as well as persuasive messages.

**J. Michael Rifenburg** is Assistant Professor of English at the University of North Georgia where he directs first-year writing and leads workshops on faculty writing through UNG's Center for Teaching, Learning, and Leadership. His book *The Embodied Playbook: Writing Practices of Student-Athletes* is forthcoming from Utah State University Press.

**Liane Robertson** is Associate Professor at William Paterson University of New Jersey. Her current research explores writing transfer across multi-institutional contexts, especially the role of transfer-oriented content in writing curricula. Her recent work is featured in *Writing Across Contexts: Transfer, Composition, and Sites of Writing* and *Naming What We Know: Threshold Concepts of Writing Studies*.

**Duane Roen** is Professor of English at Arizona State University, where he serves as Dean of the College of Integrative Sciences and Arts, Dean of University College, and Vice Provost. His current projects focus on applications of the Framework for Success in Postsecondary Writing and on family history writing.

**David R. Russell** is Professor of English at Iowa State University. He has published widely on writing across the curriculum (WAC), international writing instruction, activity theory and genre theory. He is the author of *Writing in the Academic Disciplines: A Curricular History*, numerous articles, and co-editor of four collections. He also edits the *Journal of Business and Technical Communication*.

**Phil Shaw** is a lecturer in the Rochester Institute of Technology's University Writing Program. He teaches first-year writing and basic writing courses which foreground writing about writing, metacognition, identity, and institutional power. Phil's interdisciplinary interests and research includes psychology and cognitive science as they apply to learning and student-teacher connections.

**Kara Taczak**, Teaching Assistant Professor, teaches writing courses and advises first-year students at the University of Denver. Her publications have appeared in *Composition Forum*, *Teaching English in a Two-Year College*, and *Across the Disciplines*; she received the 2015 CCCC Research Impact Award and the 2016 CWPA Book Award for her co-authored book, *Writing Across Contexts*.

**Jen Talbot** is Assistant Professor at the University of Central Arkansas, where she teaches courses in the Writing major and the First-Year Writing program. She studies feminist and institutional rhetorics; her writing can be found in *Works & Days*, *JAC*, and *Feminist Rhetorics and Science Studies* (forthcoming in 2017).

**Bonnie Vidrine-Isbell** conducts interdisciplinary research as a doctoral candidate at the University of Washington, specializing in bilingual brain studies and second language pedagogy. She has taught English as a Second and Foreign Language for ten years in Washington State, Louisiana, Thailand, Spain, and Belize.

**Dianna Winslow** is Assistant Professor of English at Rochester Institute of Technology. She teaches Writing and Rhetoric with a focus on community of practice knowledge creation and transfer. She has written articles on rhetorics of food system advocacy, public memory, and the applicability of translingual theory to signed languages.

**Kathleen Blake Yancey**, Kellogg Hunt Professor of English and Distinguished Research Professor at Florida State University, has served as President of NCTE and Chair of CCCC. Currently, she leads “The Writing Passport Project,” a multi-institutional transfer-focused research project. She has authored/co-authored of over 100 articles and book chapters and authored/edited/co-edited 14 scholarly books.