



## CONTRIBUTORS

**Sheridan Blau** is a former president of the National Council of Teachers of English and serves as a member of the National Writing Project Taskforce. He has published widely in the areas of literature, composition, pedagogy, and the politics of literacy. He is a senior faculty member in the departments of English and education at the University of California, Santa Barbara, where he directs the South Coast Writing Project and Literature Institute for Teachers, and formerly directed the campus writing program and the teacher education program in English. Now completing his fifth decade as a teacher of English and teacher of teachers, he sometimes contemplates retiring to become a full-time potter.

**Lynn Z. Bloom**, Board of Trustees Distinguished Professor and Aetna Chair of Writing at the University of Connecticut, is a specialist in autobiography, composition studies, creative nonfiction, and essays. Her discovery of the contemporary essay canon is the subject of her twenty-first book, *The Essay Canon* (in process). Her creative nonfiction includes “Teaching College English as a Woman,” “Living to Tell the Tale: The Complicated Ethics of Creative Nonfiction,” “Writing and Cooking,” and “(Im)Patient.” As her marriage approaches the half-century mark, she and her husband are happy to include grandchildren and daughters-in-law in frequent family parties, swimming and hiking activities, and world travels.

**Merrill J. Davies** is a retired high school English teacher. After thirty-one years in the classroom, she still enjoys helping people perfect their writing—usually by reading doctoral dissertations now. In addition, she enjoys reading good books (not chosen because of curriculum requirements) and doing her own writing. She also spends more time with her husband, Bill, her two daughters, Melanie and Lori, their husbands, and her six beautiful grandchildren.

**Michael Dubson** has an associate’s degree in liberal arts from Parkland College, a bachelor’s degree in English and a master’s degree in composition theory from the University of Massachusetts at Boston, and a graduate certificate in publishing from Emerson College.

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He has taught college writing “professionally” since September 1990, mostly in the Massachusetts community college system. He has worked at Massachusetts Bay Community College, Bunker Hill Community College, Middlesex Community College, Roxbury Community College, and Massasoit Community College. He has also taught at Suffolk University and the University of Massachusetts at Boston. In between teaching, he has written short stories, newspaper articles, and a play. A product most relevant to this project is *Ghosts in the Classroom*, a collection of essays written by adjunct faculty members about teaching as adjunct professors. He is currently working on a play inspired by his adjunct experiences and hopes to have it produced next year. He has been happily married for twenty-two years, and is seriously depressed that the Baby Boomers are starting to turn sixty—especially Cher.

**James M. Gentile** currently co-chairs the English department at Manchester Community College in Connecticut. He also coordinates through the Connecticut Distance Learning Consortium online tutoring in writing at MCC and serves as the college’s teaching and learning consultant, organizing professional development opportunities both for the college and the community college system. Additionally, he is the co-director of the Connecticut Poetry Circuit. James has a doctorate in American literature from Columbia University.

**Jeanne Gunner** is associate provost for academic programs and professor of English and comparative literature at Chapman University in Southern California. She has been a writing program administrator at the University of California, Los Angeles and Santa Clara University and continues to teach writing courses in her current position. For the past four years, she has been doing fieldwork on the development of ideological literacy in impoverished communities in El Salvador.

**Muriel Harris**, professor emerita of English, is happily retired from Purdue University, but not from the world of writing centers. She continues to edit the *Writing Lab Newsletter*, attend conferences, and promote and write about writing center theory and pedagogy with evangelical fervor (“Clearly the most invigorating, effective setting for working with writers yet devised,” she argues). She continues to work on revisions of two composition handbooks, *The Prentice Hall Reference Guide* (now available in the sixth edition) and *The Writer’s FAQs* (soon to appear in a third edition). And she proudly babbles about her incredible family that, in her unbiased opinion, includes the world’s most intelligent, delightful grandchildren.

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**Jeanette Jordan** teaches English and directs the writing center at Glenbrook North High School in Northbrook, Illinois. Professionally, she is active in the International Writing Centers Association and enjoys collaborating with colleagues. Personally, she is consistently amazed by her two daughters, ages four and six, who keep everything in perspective for her. She is thankful that her Glenbrook North colleagues **Karena K. Nelson, Howard Clauser, Susan E. Albert, Karen M. Cunningham, and Amanda Scholz** responded to her pleas for help. Writing this chapter was “truly a collaborative effort.”

**Chris Kearns** is assistant dean of student services for the College of Liberal Arts at the University of Minnesota. He lives with his wife and son in Minneapolis, where he enjoys kayaking, ice skating, acoustic guitar, and exploring used book stores.

A former high school teacher, **Peter Kittle** is currently associate professor of English at California State University, Chico. He teaches preservice teachers in the English education program, and collaborates with practicing teachers through the Northern California Writing Project. Ever eager to challenge stereotyped notions of the tweedy academic, Kittle regularly indulges in such nonprofessorial pursuits as vert skateboarding and mountain unicycling. He lives in Chico with his wife and three sons.

**Ellen Andrews Knodt**, professor of English at a four-year branch campus of Penn State University, has taught writing at middle school, high school, community college, and college and university levels. Active in the Conference on College Composition and Communication, she has written or edited three writing texts and published many articles on writing and professional issues. Her literary interests focus on modern American literature, especially the writing of Ernest Hemingway. She presents her analysis of Hemingway’s work regularly at international conferences and in journals and essay anthologies. She enjoys playing tennis and cheering at Nittany Lions football games.

**Cynthia Lewiecki-Wilson** is professor of English and director of college composition at Miami University, where she teaches theories and practice of composition and disability rhetoric on the Oxford campus. Previously she taught at Miami’s two-year Middletown campus for twelve years. She describes herself as a lover of collaborative teaching and writing, travel, and shopping trips with Ellenmarie.

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**Alfredo Celedon Lujan** loves coaching varsity basketball so much that he retired from it after thirty-one years—no more boarding yellow buses or driving vans for him! He had his 2005 Christmas vacation without basketball practices for the first time in three decades. Does he miss coaching? Only when he misses sixteen-hour days. He now enjoys spending more time with his family: Amy, Amanda, Mabel, and Peter. He has more time to write and to recreate (he has lost thirty-five pounds). He loves walking his white lab, Brutus, every single morning at daybreak when the sun rises over the Sangre de Cristo Mountains. And he loves his summers on the shore of the Benjamin River in Maine.

Having served as director of rhetoric and writing at Clemson University, head of the department of English at Southwest Missouri State University (now Missouri State University), and chair of English at University of North Carolina at Charlotte, **Ronald F. Lunsford** now serves as professor of English and co-coordinator of the English Learning Community at UNC Charlotte. His hobbies include golf, traveling with his wife, Nancy (when she lets him), and taking constant delight in his children, Tamara (and her husband Chad) and Christopher.

**Kathleen McCormick** is professor of literature and pedagogy and head of the Expository Writing Board of Study at Purchase College, State University of New York. The author/editor of seven books, including *Reading Our Histories*, *Understanding Our Culture*, and *The Culture of Reading and the Teaching of English*, which won the Modern Language Association's Mina Shaughnessy Award, she is currently coediting *Approaches to Teaching Italian American Literature, Film, and Popular Culture* and working on a book-length memoir. She is the coeditor of the MLA volumes on *Approaches to Teaching Joyce's Ulysses*, a coauthor of *Reading-to-Write: Exploring a Cognitive and Social Process*, and the textbook *Reading Texts*. She has won a National Writing Program Administrators' Award and a number of teaching awards.

**Milka Mustenikova Mosley** was born and raised in the city of Kavadarci, Macedonia. Ever since she was a little girl, she adored the sound of the English language. She loved watching American movies and copying American pop songs from the radio. In the fifth grade, she was thrilled to learn that her class was selected to take English as a foreign language. From then on, English became her favorite subject throughout the rest of her schooling. When the time came to select an undergraduate major, the choice was easy. She entered the School of Philology and majored in English language and literature at the Sts. Cyril and Methodius University in Skopje, Macedonia.

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She has studied English morphology, phonetics, syntax, Old English, literature and everything connected with it, and loved it all. Twenty-five years ago she moved to Georgia and is delighted that she is able to continue to nurture her love for the language by teaching both high school and college-level English to American students.

**Kimberly L. Nelson** is a member of the class of 2006 at the University of Iowa. She graduated with a double major in English and anthropology, and she also served as a Writing Fellow for the English department.

**John Pekins** worked first in reading/writing education at the School for Individualized Learning, a publicly funded alternative middle and high school in Tallahassee, Florida, from 1979 to 1988, and afterward at Tallahassee Community College, from 1988 to present. He has a BA in English and an MS in reading education/language arts from Florida State University. When not teaching, he enjoys his family (including two children—ages eleven and sixteen), practices Zen meditation, plays golf, reads, and writes. His most recent publication is a book of golf poems, *Getting a Good Read*, coauthored with thirty-five-year golfing partner and prize-winning poet P. V. Le Forge.

**Mike Quilligan** is a graduate of Indiana University, the class of 2004. He earned a double major in English and history. When he's not selling used books or shilling Cajun food, he enjoys science fiction books and movies (as is perhaps evidenced by the allusions in his piece in this volume), comic books, and psychedelic pop music.

**Susan E. Schorn** coordinates the Writing Across the Curriculum Initiative in the College of Liberal Arts at the University of Texas at Austin. She has been a writer for Star Date Radio, a professor of English, and a self-defense instructor. She holds a total of four college degrees in studio art and English, as well as a black belt in Kyokushin karate. She currently has three dogs, three cats, two parakeets, two children, and one husband of seventeen years.

**Ellenmarie Cronin Wahlrab** is instructor of English and curriculum coordinator at Miami University Middletown, where she teaches composition courses and studio writing workshops. She describes herself as a lover of interdisciplinary collaboration, designing (curriculum, house rehabilitation, systems, crafts), and shopping trips with Cindy.

**Edward M. White** has written or edited eleven books and about one hundred articles or book chapters on writing, writing instruction, and writing assessment. As we go to press, he is completing his fifth

textbook for college writing students and the fourth edition of his book for teachers, *Assigning, Responding, Evaluating*. During the 1970s, he was coordinator of the Writing Improvement Program for the California State University (CSU) system, with statewide responsibility for entry-level and midcareer assessment for the 330,000 students then in that system. He has also served two terms on the Conference on College Composition and Communication Executive Committee, in the 1970s and again in the 1990s. After taking early retirement in 1997 as emeritus professor of English at the CSU San Bernardino campus, he joined the University of Arizona English department, where he continues to teach graduate courses in writing assessment, writing research, and writing program administration.

**Amanda Winalski** will graduate from the Boston University School of Law in 2007 and plans to go into health law litigation. Ultimately, she would like to be an advocate to protect women's reproductive health against legislative threats. She lives with her guinea pig Tommiey. They both love to run. Amanda runs fifty miles a week, every week, while Tommiey runs laps around his plastic house every morning at four or five o'clock in the morning.

**Kathleen Blake Yancey** is Kellogg W. Hunt Professor of English at Florida State University, where she directs the graduate program in rhetoric and composition, and vice president of the National Council of Teachers of English. Having just moved to Tallahassee, she is learning to love eating summer tomatoes in January. In her spare time (should she have any), she enjoys reading, playing bridge, and most of all, hanging out with her husband, son, and daughter. **Brian M. Morrison** graduated as an English major in 2004 from Clemson University, taught high school for one year, and is now pursuing an MA in library science and media studies.