

Contributors

William Abbott is Associate Professor of History at Fairfield University, Connecticut. He holds a D.Phil. in modern British history from Oxford University and a B.A. from the University of California at Berkeley. His primary field of historical expertise is 17th-century England with a specialty in church-state relations; more recently he has conducted research on animal protection movements in Victorian Britain. His pedagogical research focuses on interdisciplinary teaching methods and also on grade inflation at American universities.

Chris Anson is Distinguished University Professor and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty across the disciplines to enhance writing and speaking instruction. He has published 15 books and over 120 articles and book chapters relating to writing and has spoken widely across the U.S. and in 28 other countries. He is Past Chair of the Conference on College Composition and Communication and Past President of the Council of Writing Program Administrators. His full c.v. is at www.ansonica.net

Ian Beckford, Director of Policy Analysis for General Education and Student Learning Outcomes, has over 20 years of experience in assessment and evaluation research both in the private sector and higher education. Since joining Queensborough Community College in 2011, Dr. Beckford has assisted faculty in developing instruments to measure student learning outcomes, offered workshops to faculty and staff on assessment and evaluation issues and conducted implementation and impact evaluations of various initiatives. Dr. Beckford has a B.A. in Psychology from Hamilton College and an Ed.D. in Policy, Planning and Evaluation from the University of Pittsburgh.

Margaret Bouchard is a retired Professor of Education at Worcester State University, where she taught Literacy Education courses and coordinated the Graduate Reading Program. Before that she was an elementary school teacher and a reading specialist at several public schools in Massachusetts. Dr. Bouchard has helped many public school teachers through professional development workshops and has presented research drawn from her teaching nationally and internationally.

Beth Counihan is in her fifteenth year as a member of the English department at Queensborough Community College of the City University of New York. She earned her B.A. in English at Fordham University, her M.A. in English at Lehman College-CUNY and her Ph.D. in English at The CUNY Graduate Center. Her teaching and research interests include oral history and high impact practices such as service learning and the Common Read and her work has been published in *The Journal of Basic Writing and English Education*.

Laura J. Davies is Assistant Professor of English and the Director of Campus Writing Programs at SUNY Cortland, where she teaches in the professional writing & rhetoric and English education programs. Her scholarship focuses on the history and practice of writing program administration, teacher preparation and development, education policy, and the intersection of secondary and college-level writing instruction. Davies' work has appeared in *WPA: Writing Program Administration* and *Composition Studies*. She received her Ph.D. in Composition and Cultural Rhetoric from Syracuse University in 2012. In her free time, she loves to watch her kids play Little League games.

Douglas Dawson received his bachelor's degree in Biology from Princeton University and his doctorate in Neurobiology from the University of California at Irvine. For many years he worked at the New England Science Center (now the EcoTarium), presenting inquiry science workshops and week-long summer institutes on Earth and Space Science, Ecology, Physical Science, and Life Science for K–8 teachers. At Worcester State University, Dr. Dawson teaches science methods for prospective teachers at the early childhood and elementary levels, with an emphasis on hands on, inquiry-based experiences that promote student investigation and exploration, and challenge student misconceptions.

Joan Dupre earned her Ph.D. in English at The CUNY Graduate Center and teaches literature, pop culture, and memoir writing at Queensborough Community College/City University of New York. Her research interests include the intersection of politics and music, and the representation of mental illness on television. She finds that her teaching is greatly enriched by high-impact practices such as the Common Read and Global Diversity Learning.

Leora Freedman is Associate Professor in the teaching stream and the coordinator of the English Language Learning Program in the Faculty of Arts and Science, University of Toronto. She works intensively with academic departments to embed instruction in scholarly reading, academic writing, and professional speaking into courses across the curriculum. She also teaches non-credit courses which support multilingual students' academic acculturation and development in reading, writing, speaking, and listening. Her article "Using Close Reading as a Course Theme in a Multilingual Disciplinary Classroom" appeared in the October 2015 issue of *Reading in a Foreign Language*.

Brian Gogan is Associate Professor at Western Michigan University, where he teaches courses in the rhetoric and writing studies program. Among the courses he regularly teaches is an undergraduate course titled "Transfer and Written Communication," which views both reading and writing as transformational. His work has appeared in journals such as *College Composition and Communication* and *Across the Disciplines*, as well in collections including *Microhistories of Composition* and *Who Speaks for Writing: Stewardship for Writing Studies in the 21st Century*.

Deborah Gollnitz is Coordinator for Assessment and Program Evaluation in a K–12 public school district in the Midwest. After spending over 10 years in the high school English classroom and several years as a leader in curriculum-technology integration, she pursued the study of feedback and the role it plays in student writing development. She comes to the instruction of English Language Arts through a love of writing and focuses on the importance of reading with full comprehension in the development of strong written language skills. Her current work includes oversight of the district’s K–12 ELA, World Language, and Reading departments.

Cynthia R. Haller, Professor of English and Faculty Fellow at York College/City University of New York, teaches writing and rhetoric and has served in a number of administrative positions, including Writing Program Director, Writing Center Director, WAC Coordinator, First-Year Composition Coordinator, Deputy Chair of English, and Interim English Department Chair. Her published articles have appeared in the journals *WPA: Writing Program Administration*, *Written Communication*, and *Technical Communication Quarterly*, and she has contributed chapters to *Reconnecting Reading and Writing*, *Environmental Rhetoric and Ecologies of Place*, and *Information Literacy: Research and Collaboration Across Disciplines*.

Pam Hollander, Ed.D., is Assistant Professor of Education at Worcester State University, where she teaches literacy education and developmental reading courses. She is the author of several refereed journal articles and book chapters, with most of her work focused on the literacy education of college students, including using popular culture in the college classroom. Her article “Elevate My Mind: Women’s Identities in Hip Hop Love Songs” was anthologized in the Bedford/St. Martin first-year composition textbook *Reading Popular Culture* (2016).

Alice S. Horning is Professor of Writing and Rhetoric at Oakland University, where she holds a joint appointment in Linguistics. Her research over her entire career has focused on the intersection of reading and writing. Her work has appeared in the major professional journals and in books published by Parlor Press and Hampton Press. Her most recent books include *Reading, Writing, and Digitizing: Understanding Literacy in the Electronic Age* published in 2012 by Cambridge Scholars Publishing and *Reconnecting Reading and Writing* co-edited with Beth Kraemer, published in 2013 by the WAC Clearinghouse and Parlor Press.

Darrell Cleveland Hucks is Associate Professor of Elementary Education at Keene State College. He received his Ph.D. in Teaching & Learning from New York University. His research interests include the schooling experiences of Black and Latino males, collective achievement, teacher education, culturally responsive pedagogy, college student development and retention, civic engagement, and literacy and technology integration. He is the author of *New Visions of Collective Achievement: The Cross-Generational Schooling Experiences of African American Males*. He is one of the editors of *Literacy Enrichment and Technology Integration in Pre-Service Teacher Education*. He was a New York City public school teacher.

Debrah Huffman is Associate Professor of English at Indiana University Purdue University Fort Wayne. She teaches first-year courses regularly as well as graduate courses for master's students specializing in writing. As director of writing she oversees the writing program and fosters the professional development of its part-time instructors. With research in the scholarship and teaching of college reading, her most recent work has been the creation and development of an introductory college reading course at her university. Her active interests also include writing and reading across the curriculum, writing program administration, and the scholarship of teaching and learning.

Susan Madera holds a Bachelor's degree in English from Queens College, CUNY and an Associate's degree from Queensborough Community College, CUNY. In 2006, she joined the Office of Academic Affairs at QCC as the Learning Communities Coordinator for the MDRC grant, Demonstration of Learning Communities. In 2009, she became Administrative Coordinator of High-Impact Practices, where she promoted the relevance of these distinctive pedagogies as a key component of QCC's Freshman Academies, the College's model for students success. In Fall 2011, she directed QCC's first Common Read as a Common Intellectual Experience, an initiative that continues to flourish under her direction. In 2013, she became a member of the College's Center for Excellence in Teaching & Learning, where she serves as the Academic Program Manager of High-Impact Practices.

Jennifer Maloy is Assistant Professor of English at Queensborough Community College/City University of New York, where she teaches English-as-a-Second Language courses, basic writing, and freshman composition. Her research areas include identity formation of multilingual students and designing service-learning projects for ESL and basic writing students. She has published articles in *Teaching English in the Two-Year College* and the *Basic Writing eJournal*.

Ildikó Melis earned her first degree in English and Hungarian Studies in Budapest, Hungary, an MA in English as a Second Language and a Ph.D. in Rhetoric and Composition from the University of Arizona. She is a full-time writing instructor, department chair, and publication editor at Bay Mills (Tribal) Community College on Michigan's Upper Peninsula, and the 2010–2011 recipient of the American Indian College Fund – Mellon Research Fellowship. Her work is published in Goodburn, A., LeCourt, D., & Leverenz, C. (2013). *Rewriting success in rhetoric and composition careers*, and in the *Tribal College Faculty Research Journal* where she is also an editorial board member.

Kathryn Nantz is currently chair of the Department of Economics and Roger M. Lynch Chair of Economics at Fairfield University. Her research interests are in the areas of education – particularly the role of the GED in preparing adult learners for work – and economics education. Kathy has been involved in a variety of grant-funded projects, nationally and internationally, that have involved faculty

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Mary Lou Odum is Professor of English and Director of the Writing Center and Writing Across the Curriculum at Kennesaw State University. Her research seeks to interrogate assumptions common in writing center/writing program administration and in the teaching of writing. Most recently, her work has appeared in *WLN: A Journal of Writing Center Scholarship* and *Across the Disciplines*.

Charlie Potter is Director of Accreditation and Assessment at Spokane Community College. She previously worked in education policy for the State of Washington. Prior to her experience in public policy, she taught English at several higher education institutions for over a decade. Additionally, she has worked as an academic librarian.

Maureen Shamgochian is currently Professor Emeritus of Biology at Worcester State University in Massachusetts. Dr. Shamgochian received her doctorate in Molecular and Cellular Physiology from the Graduate School of Biomedical Sciences at the University of Massachusetts Medical School. She has over 25 years of experience in higher education, having held positions as Professor and Chair of Biology and Associate and Interim Vice President for Academic Affairs prior to her recent retirement. She is interested in science education and has done research on the physiological regulation of gene expression in the brain.

Tanya Sturtz, Ed.D., is Associate Professor in the Education Department at Keene State College. Dr. Sturtz earned a doctorate degree in Special Education from the University of Virginia and has been teaching at Keene State College in both the undergraduate education programs and the graduate program in Special Education. Her research interests are in the reading, thinking, research, and writing experiences of first-year students during linked-courses their first-year in college and in the literacy beliefs and knowledge development of pre-service teachers in teacher education programs.

Patrick Sullivan teaches English at Manchester Community College, in Manchester, Connecticut. He is the editor, with Howard Tinberg, of *Deep Reading: Teaching Reading in the Writing Classroom* (NCTE, 2017). He is also the author of *A New Writing Classroom: Listening, Motivation, and Habits of Mind* (Utah State University Press, 2014) and *Economic Inequality, Neoliberalism, and the American Community College* (Palgrave Macmillan, 2017). Patrick has also edited, with Christie Toth, *Teaching Composition at the Two-Year College: Background Readings* (Bedford/St. Martin's, 2016). Patrick is currently serving as a member of the editorial board of *College Composition and Communication*.

Howard Tinberg is Professor of English at Bristol Community College, Massachusetts, former editor of the journal TETYC, and former chair of CCCC. He is the author of *Border Talk: Writing and Knowing in the Two-Year College* and *Writing*

with Consequence: What Writing Does in the Disciplines. He is co-editor of *What is “College-Level” Writing?* and of *What is “College-Level” Writing? Vol 2*. He has published articles in a variety of academic journals. In 2004, he was recognized as U.S. Community Colleges Professor of the Year by the Carnegie Foundation and the American Council on Education.

Katherine Tirabassi (Ph.D., University of New Hampshire) is Associate Professor of English and Center for Writing Director at Keene State College, where she coordinated the first-year writing program from 2010–2014. She teaches composition theory, creative nonfiction, professional writing, and coordinates writing and publishing internships. She has published articles on archival research, composition pedagogy, and writing center theory/practice. Her dissertation, “Revisiting the ‘Current-Traditional Era’: Innovations in Writing Instruction at the University of New Hampshire, 1940–1949” received the 2008 College Composition and Communication Conference James Berlin Memorial Outstanding Dissertation Award, and she is developing this project into a book.

Martha A. Townsend is Professor Emerita of English at the University of Missouri and former director of its internationally renowned Campus Writing Program. Townsend’s publications have played a central role in the conceptualization and development of writing-across-the-curriculum programs in the United States and abroad. She is a former literacy consultant to the Ford Foundation.

Justin Young is Associate Professor in the English department at Eastern Washington University, where he directs the English Composition Program and Writers’ Center. His research focuses on the transition to college and reading and writing instruction across the P–16 continuum. He is particularly interested in how writing instruction and writing center support can better prepare students across the K-16 continuum to communicate effectively in both print and in digital environments and to succeed in college.