

CONTRIBUTORS

Jean Bessette is an Assistant Professor at the University of Vermont, where she teaches rhetoric and writing courses that address issues in gender and sexuality, historiography, and multimodality. Her essays have appeared in *Rhetoric Society Quarterly* and *College Composition and Communication*.

Patricia Webb Boyd is an Associate Professor at Arizona State University in Tempe, Arizona. Her work has appeared in *College English* and *Computers and Composition*.

Daniel Collins is an Associate Professor at Manhattan College, where he teaches courses in composition and composition theory. He also directs the Center for Excellence in Learning and Teaching.

Kim M. Davis is an English faculty member at Oakland Community College, where she serves as a coordinator in the school's College Readiness Division. Her work on critical approaches to the teaching of writing includes a contribution to the edited collection *Activism and Rhetoric: Theories and Contexts for Political Engagement* (In S. Kahn & J. Lee (Eds.), 2011, New York: Routledge).

Peter Elbow is Professor of English Emeritus at UMass Amherst. He directed the Writing Program there and earlier at SUNY Stony Brook, and taught at various colleges. He recently published *Vernacular Eloquence: What Speech Can Bring to Writing* (2012, New York: Oxford University Press).

Roseanne Gatto is an Associate Professor with the Institute for Writing Studies at St. John's University. She earned her doctorate in composition and rhetoric at Indiana University of Pennsylvania in 2011. Her research interests include archival research methods and social justice in composition/rhetoric.

Eric Leake is an Assistant Professor of English at Texas State University, where he teaches rhetorical theory and composition pedagogy. His research focuses on empathy and nonrational rhetorics.

Nancy Mack is a Professor of English at Writing at Wright State University, where she teaches undergraduate courses for preservice teachers, as well as graduate courses in composition theory, memoir, and multigenre writing. Her publications include articles in *College English*, *JAC*, *Pedagogy*, *The Writing Instructor*, *Pretext*, *Teaching in the Two Year College*, and *English Journal*. She edited a special issue on Bullying for the *English Journal*.

Thomas Newkirk is a Professor of English at the University of New Hampshire, where he teaches writing and directs the New Hampshire Literacy Institutes, a program for teachers now in its 33rd year. He has written on literacy at all levels, most recently, *The Art of Slow Reading* (2012, Portsmouth, NH: Heinemann).

Derek Owens is Vice Provost of Undergraduate Education at St. John's University, where he directs the Institute for Writing Studies. He is author of *Memory's Wake, Composition and Sustainability (Teaching for a Threatened Generation)*, and *Resisting Writings (And the Boundaries of Composition)*.

Anthony Petruzzi received his Ph.D. in Rhetoric and Composition from the University of Connecticut. He was the Director of the Writing Assessment Program at UMASS Boston, where he taught courses in Rhetoric and Composition. A former Fulbright Scholar in Turin Italy, Dr. Petruzzi is the author of several articles in *Hermeneutics, Rhetoric and Composition*, and *Writing Assessment*.

Lea Povozaev earned her Ph.D. in 2014 from Kent State University. She researches medical rhetoric, and her scholarship appears in *Rhetoric Review*. Her memoir *When Russia Came to Stay* was published in 2012. Currently, her work with narrative weaves her passion for writing and healing and its various manifestations in her creative, spiritual, and academic writing.

Tara Roeder is an Associate Professor with the Institute for Writing Studies at St. John's University. She earned her doctorate in English from the CUNY Graduate Center in 2014. Her research focuses on feminist theory and women's memoir; non-oedipal psychoanalytic theory and pedagogy; and queer theory and pedagogy.

Hannah J. Rule is an Assistant Professor of Rhetoric and Composition at University of South Carolina where she teaches courses in first-year writing and writing pedagogy. Her research, which focuses on the sensory and material dimensions of writing and reading processes, has appeared in *Composition Forum* and *Computers and Composition Online*.

Sheri Rysdam is Assistant Professor of Basic Composition at Utah Valley University. In addition to her scholarship on strategies for teacher response to student writing, her publications are on the rhetoric of political economy, issues surrounding contingent faculty, and the impact of social class in the composition classroom.

David Seitz is a Professor of Composition and Rhetoric at Wright State University, where he teaches writing courses, rhetorical theory, composition and literacy studies, and ethnography. He has published *Elements of Literacy* with Julie Lindquist, and *Who Can Afford Critical Consciousness?: Practicing a Pedagogy of*

Humility, in addition to articles in *Pedagogy*, *College English*, and *Composition Studies* and other book chapters.

Jeff Sommers is an Associate Professor of English at West Chester University. He is editor of *Teaching English in the Two-Year College* and 2012 winner of NC-TE's Nell Braddock Service Award.

Scott Wagar received his Ph.D. in Composition and Rhetoric from Miami University, where he teaches courses in rhetoric and writing. His research examines composition theory and pedagogy as well as the rhetoric of contemporary spirituality.

Chris Warnick is an Associate Professor at the College of Charleston, where he teaches courses in first-year writing, writing in the disciplines, and literacy studies. His research has appeared in *The Journal of Basic Writing* and *Across the Disciplines*, and he is among the founding editors of the journal *Literacy in Composition Studies*.

Maja Wilson is the author of *Rethinking Rubrics in Writing Assessment* (2006, Portsmouth, NH: Heinemann) which won the 2007 James Britton Award. She has taught high school English, college composition, and literacy methods courses for pre-service and practicing teachers.