

# CONTRIBUTORS

**Jonathan Alexander** is Chancellor's Professor of English at the University of California, Irvine. He is the author, co-author, or co-editor of twenty-two books in the fields of rhetoric, writing studies, popular culture, and life writing.

**Bhushan Aryal** is Assistant Professor of English at Delaware State University where he directs the university's Composition and Speech Program. From western Nepal, his research interests converge at the intersection of composition curriculum at HBCUs, digital writing, WAC, South Asian/American rhetoric, and constitutional rhetoric.

**Kathleen Shine Cain**, retired English Department Chair and Writing Center Director from Merrimack College, also taught at St. Mary's University College in Belfast, Northern Ireland. Active in regional, national, and international conferences, she has published articles, reviews, and textbooks, and has won several teaching and professional awards.

**Pamela B. Childers**, Caldwell Chair of Composition Emerita from McCallie School, directed the Writing Center and the WAC program and also taught university graduate courses. Recipient of the IWCA Scholarship and Outstanding Service awards and Distinguished Fellow of AWAC, she has authored hundreds of essays, articles, columns, chapters, and four professional books.

**Joe Cirio** is Assistant Professor of writing and first-year studies and convenor for the WAC program at Stockton University in Galloway, NJ. He teaches courses on rhetorical memory, professional writing and design, and the rhetorical construction of difference. His research often focuses on the material impacts of vernacular writing practices.

**Catherine Compton-Lilly** is the John C. Hungerpiller Professor at the University of South Carolina. In a current study, she is exploring the longitudinal school experiences of children from immigrant families. She has authored several books and scholarly articles. Her interests include examining time as a contextual factor in children's lives.

**Danielle L. DeFauw** is Professor of Reading and Language Arts in the College of Education, Health, and Human Services at the University of Michigan–Dearborn. In 2020, she authored *Engaging Teachers, Students, and Families in K–6 Writing Instruction*. Her research interests focus on pedagogical content knowledge of writing.

**Ryan J. Dippre** is Associate Professor of English and Director of Composition at the University of Maine. He is the author of *Talk, Tools, and Texts* (WAC Clearinghouse) and co-editor of *Approaches to Lifespan Writing Research*. With

Talinn Phillips, he is co-chair of the Writing through the Lifespan Collaboration ([www.lifespanwriting.org](http://www.lifespanwriting.org)).

**Sarah J. Donovan** is Assistant Professor of Secondary English Education at Oklahoma State University. Her expertise lies in ethical curriculum, methods, and assessment in secondary English classrooms. Her research can be found in *English Journal* and *Research in the Teaching of English* among other books and journals in teacher education.

**Suelynn Duffey** chairs the Department of English at the University of Missouri, St. Louis. She has published on serendipity in women's professional lives, silence and listening, writing program administration, basic writing, and place. She came to LWR shortly pre-pandemic and finds its work and community among the most exciting in writing studies.

**Collie Fulford** is Associate Professor of English at the University at Buffalo. Her publications on writers and writing programs can be found in *Pedagogy*, *WPA: Writing Program Administration*, *Composition Studies*, and *Across the Disciplines*.

**Teresa Jacques** is a Ph.D. candidate at the Center for Psychology of the University of Porto where she earned an MS in psychology, specializing in clinical and health psychology. Her research interests include language, writing, cognition, and emotion. She has been a member of the European Literacy Network since 2016.

**Jeremy Levine** is Assistant Teaching Professor in the Writing Program at Wake Forest University. He teaches writing courses focused on the rules and politics of schooling. His research explores the intersections of writing development, education policy, and equity.

**Adrienne Long** holds a bachelor's degree in psychology from North Carolina Central University where she founded the Adult Learners Student Organization and served as its president.

**Karen Lunsford** is Associate Professor of Writing and Director of the Writing Program at the University of California, Santa Barbara. Her research areas include writing in the disciplines (WID), science communication, intellectual property, and research ethics.

**Jonathan Marine** is a Ph.D. candidate in Writing and Rhetoric at George Mason University. His research interests include content analysis, writing engagement, longitudinal writing development, the scholarship of James Moffett, and the rhetoric of graffiti. He holds an MA in Literature, a BS in English, and a BA in Psychology.

**Gwen Porter McGowan** is an avid writer, reader, and community activist. She is an advocate for disability justice and transportation for the elderly. Gwen has a leadership role in many civic and religious organizations. She is involved in ongoing work on her writing experiences with Lauren Rosenberg.

**Soledad Montes** is a researcher and editor who investigates writing across the curriculum, literacy as social practice, and writing in transitions. She is currently the editor for the Latin American Section of the WAC Clearinghouse International Exchanges book series and a doctoral researcher at the Department of Linguistics and English Language, Lancaster University, UK.

**Joy Myers** is Executive Director of James Madison University's Grow Your Own Initiatives. As a former classroom teacher, Joy is dedicated to teacher education. In addition to presenting at conferences, her research can be found in journals such as *Teaching Education Quarterly* and the *Journal of Teacher Education*.

**Jeff Naftzinger** is Assistant Professor of Rhetoric, Composition, & Writing at Sacred Heart University in Fairfield, Connecticut. He teaches courses on digital writing and rhetoric, everyday writing, and first-year writing. His research focuses on illustrating everyday writing and supporting digital pedagogies.

**Talinn Phillips** is Professor of English at Ohio University in Athens, Ohio where she teaches graduate courses in Rhetoric and Composition and undergraduate writing courses. With Ryan Dippre, she is co-chair of the Writing Through the Lifespan Collaboration.

**Apryl Lynn Poch** is Assistant Professor in the Department of Special Education and Communication Disorders at the University of Nebraska at Omaha. Her work focuses on supporting the written expression needs of adolescents with learning disabilities, as well as students' and teachers' knowledge of and beliefs about writing.

**Paul Rogers** is Associate Professor of Writing Studies at the University of California, Santa Barbara. He is the former Director of the Northern Virginia Writing Project, a co-founder of the International Society for the Advancement of Writing Research, and a co-editor of eight collections of research on writing.

**Lauren Rosenberg** is Associate Professor of Rhetoric and Writing Studies at the University of Texas at El Paso. She is author of *The Desire for Literacy* and numerous other publications, including the co-authored (with Stephanie Kerschbaum) "Entanglements of Literacy Studies and Disability Studies," the recipient of the *College English* Ohmann award.

**Leigh Ryan** is Writing Center Director Emerita at the University of Maryland (UMD), where she directed the Writing Center and the Academic Writing Program. She served in leadership positions and received outstanding service awards from UMD and various writing center associations and has published and consulted nationally and internationally.

**Jennifer Sanders** is Professor of Literacy Education at Oklahoma State University. Her research explores K-12 writing pedagogies, writing teachers' professional learning, and inclusive representations in children's and YA literature.

Her publications include *They're All Writers!* (Sanders & Damron, 2017), and *Literacies, the Arts, and Multimodality* (Albers & Sanders, 2010).

**Sandra L. Tarabochia** is Associate Professor of English at the University of Oklahoma. Scholarship based on her longitudinal study of faculty writers can be found in *Writing & Pedagogy*, *Composition Forum*, *Composition Studies*, *Written Communication*, and *Peitho*. She is a founding co-editor of the open-access journal *Writers: Craft & Context*.

**Karin Tusting** is Professor in the Department of Linguistics and English Language, Lancaster University, UK. She researches literacies particularly in workplace contexts, using new literacy studies and linguistic ethnography. Recent publications include *Academics Writing* (Routledge, with McCulloch, Bhatt, Hamilton, and Barton) and *The Routledge Handbook of Linguistic Ethnography* (editor).

**Carl Whithaus** is Professor of Writing and Rhetoric at the University of California, Davis. His research areas include the impact of information technology on literacy practices, writing assessment, and writing in the sciences and engineering.

**Erin Workman** is Associate Professor of Writing, Rhetoric, & Discourse and Director of First-Year Writing at DePaul University. She researches lifespan writing development using methodologies that center positionality and lived experience. Her work has appeared in *WAC Journal*, *College Composition and Communication*, *Composition Forum*, and *Approaches to Lifespan Writing Research*.

**Matthew Carl Zajic** is Assistant Professor of Intellectual Disability/Autism in the Health Studies and Applied Educational Psychology Department at Teachers College, Columbia University. His research aims to understand and support autistic individuals' writing development. He has published in various journals and is on the editorial board of *Journal of Educational Psychology*.