CONTRIBUTORS

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Corey Hamilton is Special Lecturer in the Department of Writing and Rhetoric at Oakland University. He has seven years experience teaching first-year composition courses along with technical, professional, and business writing.
courses, specializing in teaching online. His dissertation focused on the Protestant American megachurch’s ability to create an appealing rhetoric that would explain its growth, beyond commonly held myths. Within the classroom, he works to create an appealing rhetoric that edifies, builds up, and thus entices students to learn to learn.

**Michelle LaFrance** is Associate Professor of English at George Mason University, where she teaches graduate and undergraduate courses in ethnographic and community writing, WAC and Composition pedagogy, ethnography, feminist/cultural materialist and qualitative research methodologies. Her monograph in process is about the hybrid forms of rhetorical belonging at the Historic Congressional Cemetery in DC.

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**Cindy Mooty** is a Special Lecturer in the Department of Writing and Rhetoric at Oakland University with 17 years of experience teaching composition classes. Her doctoral research examined service-learning composition courses at a minority-majority community college—disrupting the normal paradigm of how students should travel across racial borders. Within the classroom, she focuses on establishing the classroom community through student-centered pedagogy, an inquiry-based curriculum, and reflection.

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Melissa St. Pierre is Assistant Professor of English at Rochester University. She has over ten years of experience teaching first year writing. Her areas of interest include women’s rhetoric, communication across generational lines, and writing creative nonfiction. Her classes focus on the idea of community and how the word and definitions change situationally.

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Contributors