

# NOTES ON EDITORS AND CONTRIBUTORS

## EDITORS

**Terry Myers Zawacki** is associate professor emerita of English and director emerita of George Mason University's nationally ranked Writing Across the Curriculum (WAC) program. Her publications include the co-authored *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life*, the co-edited *Writing Across the Curriculum: A Critical Sourcebook*, the co-edited *Across the Disciplines* special issue on "WAC and Second Language Writing," and articles on writing centers and writing fellows, writing in the disciplines, feminism and composition, writing assessment, and WAC and second language writing. The latter was the focus of her keynote addresses at the 2010 International WAC conference and the 2012 Middle East North Africa Writing Center Association conference in Doha, Qatar. She serves on the editorial boards of *Across the Disciplines* and *The WAC Journal*, on the review board for the *Digital Books* series on the WAC Clearinghouse, and is lead editor of the International Perspectives on Writing series, also on the Clearinghouse. She is a member of the Consultants Board of the International WAC Network, the College Composition and Communication Committee on the Globalization of Postsecondary Writing Instruction and Research, and the Scientific Committee of the International Society for the Advancement of Writing Research.

**Michelle Cox** is Multilingual Specialist in the Institute for Writing and Rhetoric at Dartmouth College, and is the former director of Bridgewater State University's Writing Across the Curriculum (WAC) program, which she launched in 2007. She co-edited *Second Language Writing in the Composition Classroom: A Critical Sourcebook* (Bedford/St. Martin's, 2006), *Reinventing Identities in Second Language Writing* (NCTE, 2010), and a special issue of *Across the Disciplines*, "WAC and Second Language Writing: Cross-Field Research, Theory, and Program Development" (December, 2011), and has published articles on WAC program administration, composition pedagogy, second language writing pedagogy, identity theory, and faculty development. She is a member of the International WAC Network Consultants Board, the WAC Clearinghouse editorial board (where she edits the WAC Clearinghouse pages on WAC and second language writing), the *Across the Disciplines* editorial board,

and the College Composition and Communication Committee on Diversity, and is past chair of the Northeast Writing Centers Association (NEWCA) and the Northeast Writing Across the Curriculum Consortium (NEWACC).

## CONTRIBUTORS

**Carole Center** is an associate professor of English and the Writing Program Director at Lasell College. She has published in *Teaching English in the Two-Year College*, *MELUS (Multi-Ethnic Literature of the United States)*, *Journal of Basic Writing*, *Open Words*, and *Reader*.

**Jennifer Lynn Craig** is a lecturer in the Program in Writing and Humanistic Studies at the Massachusetts Institute of Technology where she teaches writing, oral presentation and team skills to engineering students. She is the author of *Integrating Writing Strategies in EFL/ESL University Contexts: A Writing-across-the-Curriculum Approach*. She is a co-author of *Learning to Communicate in Science and Engineering: Case Studies from MIT*, the 2012 winner of the CCCC's Advancement of Knowledge award.

**Wu Dan** received her PhD in Rhetorics, Communication, and Information Design from Clemson University in 2010. She now teaches undergraduate English writing and graduate writing research courses in Xi'an International Studies University (XISU), Xi'an, Shaanxi Province, China. She also works as the Dean of Humboldt College, a joint program by XISU and Humboldt State University, California, US.

**Michael-John DePalma** is an Assistant Professor of English in the Professional Writing Program at Baylor University. His work has appeared in *College Composition and Communication*, *Rhetoric Society Quarterly*, *Rhetoric Review*, *Reflections: A Journal of Writing*, *Service Learning*, and *Community Literacy*, and the *Journal of Second Language Writing*. His co-authored article (with Jeffrey M. Ringer), "Toward a Theory of Adaptive Transfer: Expanding Disciplinary Discussions of 'Transfer' in Second-Language Writing and Composition Studies," received honorable mention for the *Journal of Second Language Writing's* Best Article of 2011.

**Qian Du** received her Ph.D. in Foreign, Second and Multilingual Language Education at Ohio State University in 2013. She now works as a Lecturer and Undergraduate Composition Coordinator in the English Language Improvement Program at Ohio University. Her research interests include academic literacy development, reading-writing connections, and intercultural rhetoric.

**Marino Fernandes** was, at the time of this writing, in the Language and Linguistics Master's program at the University of New Hampshire. He is currently a PhD candidate in the UNH Composition Studies program. A version

of the essay that appears in this collection was presented at the 2012 Conference on College Composition and Communication in St. Louis Missouri, where he was also named a 2012 Scholar for the Dream.

**Elaine Fredericksen** has forty years of teaching experience at all levels. She earned a PhD in Rhetoric and Composition from the University of Alabama in 1996 and is Professor Emerita of English at the University of Texas at El Paso. She has authored many scholarly articles and a book, *A New World of Writers: Teaching Writing in a Diverse Society*, published in January 2003 by Peter Lang. She serves on the editorial board for the *Journal of Hispanic Higher Education*. Her 1999 FIPSE grant was instrumental in the establishment of the country's first Bilingual Professional Writing Certificate program.

**Anna S. Habib** is term assistant professor in the English Department at George Mason University where she teaches the undergraduate and graduate stretched writing courses for Mason's Center for International Student Access. Her collaborative research with Terry Zawacki has been published by NCTE in the edited collection titled *Reinventing Identities in Second Language Writing* and in *Valuing Written Accents*, a George Mason University publication.

**Jonathan Hall** is an assistant professor of English at York College, City University of New York, where he also serves as Writing Across the Curriculum Coordinator. His work has appeared in *The WAC Journal*, *Across the Disciplines*, and elsewhere. He's currently working on an investigation of translanguaging reading and faculty language identity.

**Carol Peterson Haviland**, emerita professor of English at California State University, San Bernardino, directed CSUSB's writing center and WAC programs for twenty years. She presently teaches in CSUSB's rhetoric and composition program and spent the spring terms of 2010 and 2011 teaching and consulting with the writing faculty at the American University of Beirut. Her co-authored book, *Who Owns This Text? Plagiarism, Authorship and Disciplinary Cultures*, her work at the American University of Beirut, and her current study with first-year-writers challenging the language of remediation represent her interests in the ways writing collaborations within and across borders can challenge often-unexamined "norms."

**Linda Hirsch** is a professor at Hostos Community College/CUNY where she implemented and co-coordinates the WAC program. Her essays have appeared in journals including *Language and Learning across the Disciplines*, and the *Journal of Basic Writing*, and books including *Making Teaching and Learning Matter: Transformative Spaces in Higher Education*.

**Lindsey Ives** is a PhD candidate in Rhetoric and Writing at the University of New Mexico, where she serves as assistant director of Core Writing. She is currently completing her dissertation, "Case not Closed: Whiteness and

the Rhetorical Genres of Freedom Summer.” Her research interests include whiteness studies, L2 writing, WAC, writing program administration, and the intersections between them.

**Zak Lancaster** is an assistant professor of English at Wake Forest University, where he is working to build a Writing Across the Curriculum program. He is a recent PhD in English and Education from the University of Michigan; to date, his publications and conference presentations have focused on the language of stance and evaluation in academic discourses, for the benefit of informing university-level writing instruction.

**Thomas Lavelle** directs the Center for Modern Languages at the Stockholm School of Economics, where he also teaches ESP courses and serves as a senior lecturer. He consults widely with Swedish universities on the functions of lingua franca English in higher education. His published articles address such topics as teaching methods for L2 disciplinary writing, communication training in international legal education, Anglophone teaching in international business schools and, in an American context, the 1996-97 Ebomics controversy.

**Elizabeth Leahy** is currently pursuing a PhD in Rhetoric, Composition, and the Teaching of English at the University of Arizona, where she is co-PI on a study examining an outdated curricular WID requirement. Her research interests include sustainable WAC programs and border rhetorics.

**Anni Leming** is a reading instructor at Central New Mexico Community College and is pursuing a PhD in Educational Linguistics at the University of New Mexico. She presented at the Conference on College Composition and Communication in 2012. Her current research interests focus on issues in multilingualism, globalisation and e-learning, discourse analysis, and adult education.

**Karyn E. Mallet** is assistant director of the English Language Institute and assistant director of Language Development for the Center for International Student Access (CISA) at George Mason University, where she constructs, implements, and assesses language-supported programs for undergraduate and graduate international students. Recent publications include a chapter in TESOL's *Effective Second Language Writing* with Jennifer Haan and *Diversity at Mason: The Pursuit of Transformative Education*, a George Mason publication co-edited with Anna Habib.

**Kate Mangelsdorf** is Professor of Rhetoric and Writing Studies at the University of Texas at El Paso, where she has served as Director of University Writing Programs. She has published a number of articles and book chapters on second-language writing and has co-authored several textbooks for developmental and first-year composition that focus on students with a range of language backgrounds.

**Joan Mullin**, professor at Illinois State University, has published on, initiated and directed WAC programs/writing centers at the universities of Toledo and Texas at Austin. Her recent co-authored book, *Who Owns This Text? Plagiarism, Authorship and Disciplinary Cultures*, complements her collaborative examinations of international approaches to the teaching of writing. Her current project is *The Research Exchange* with Fishman and Palmquist, a database for the collection, aggregation, and sharing of models of writing research at all levels across borders. She is one of four editors of *International Studies of Writing* series on the WAC Clearinghouse.

**Kathryn Nielsen** is an associate director in the Communication Arts and Sciences Department at Merrimack College where she works as the second language writing specialist in the Writing Center and Writing Intensive (WI) program. Her essays have appeared in the *Journal of the Academy of Business Education*, *Writing in the Center*, *Teaching in a Writing Center Setting*, and *Adult Education Research Conference Proceedings*. Her research interests include second language writing, transformative learning theory, and critical and liberatory education.

**Michelle Niestepski** is an assistant professor of English at Lasell College. She has co-directed workshops on archival research at the Conference on College Composition and Communication and has presented at CCCCs and the National Council of Teachers of English conference.

**Tom Pierce** is Director of Adult Education at Central New Mexico Community College and a PhD candidate at the University of New Mexico. His dissertation focuses on standards of correctness for L2 writers and basic writers in college composition. He has been a frequent presenter at the National Association of Developmental Education, and more recently at the Conference on College Composition and Communication.

**Talinn Phillips** is an Assistant Professor of English at Ohio University in Athens, Ohio. She co-directs the Ohio University Appalachian Writing Project site and is helping to develop a new Graduate Writing and Research Center.

**Jeffrey M. Ringer** is an assistant professor of English at the University of Tennessee, Knoxville, where he teaches in the division of Rhetoric, Writing, and Linguistics. His work has appeared in journals such as *College English*, *Rhetoric Review*, *JAC*, and the *Journal of Second Language Writing*, among others. He's currently working on a book project that examines how student religious identity shapes and is shaped by academic writing.

**Michael Schwartz** is an assistant professor at St. Cloud State University, where he is the director of the Intensive English Center and teaches in the MA-TESL program. He has published in *Arizona Working Papers in SLA and Teaching* and has presented at the Conference on College Composition

and Communication 2011 and 2012, the High Desert Linguistics Society Conference, and the Ethnography in Education Forum. He is interested in SLA and identity, L2 writing, discourse analysis, and issues in world Englishes.

**Shawna Shapiro** is a Visiting Assistant Professor at Middlebury College, where she teaches courses in writing and linguistics. Her work has appeared in several volumes of TESOL's Classroom Practice Series, as well as in *TESL Canada Journal*, *Teaching and Teacher Education*, and the *Journal of English for Academic Purposes*.

**Alan Shima** is an associate professor at the Stockholm School of Economics where he teaches Business English courses. He also taught academic writing in a master's program at Uppsala University. He has written a book length study on contemporary feminist poetics and published articles on postcolonial fiction. His current research explores the narrative strategies of memoir and the pedagogy of academic writing.

**Megan Siczek** has been an instructor in English for Academic Purposes (EAP) at the George Washington University since 2004. In addition to teaching academic writing courses to international undergraduates, she works with the writing center and university writing program to meet the needs of second language writers at the university. She is currently pursuing a doctoral degree in Educational Policy Studies, with research interests in transnational migration and internationalization.

**Chris Thaiss** is Clark Kerr Presidential Chair and Professor in the University Writing Program at UC Davis. Author, co-author, or editor of twelve books and numerous articles and chapters, he coordinates the International Network of Writing-across-the-Curriculum Programs. His most recent book, co-edited with an international team, is *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (WAC Clearinghouse and Parlor Press, 2012). He teaches undergraduate courses in science writing and graduate courses in writing theory, pedagogy, research, and program administration.

**Amy Zenger** is an associate professor of English at the American University of Beirut, where she directs the Writing Center and guides a Writing in the Disciplines initiative. With Bronwyn Williams, she has co-authored *Popular Culture and Representations of Literacy* and co-edited *New Media Literacies and Participatory Popular Culture Across Borders*.

**Ghania Zgheib** is a doctoral student and an instructor at the English Language Institute at George Mason University as well as the language support course coordinator in the ACCESS program. Recent publications include a chapter in *Diversity at Mason: The Pursuit of Transformative Education*, a George Mason publication, co-authored with Karyn E. Mallett.