

CONTRIBUTORS

Diana Arya is Associate Professor in the Department of Education at the University of California, Santa Barbara. Arya's research interests focus on community-based literacy practices and processes within K-12 and professional contexts. Through her investigations of text-based (data, simulations, co-constructions, etc.) and inquiry-based activities in third grade, middle school, high school, and professional contexts, she explores language in use and how disciplinary knowledge is constructed within the context of the discursive practices of scientists across disciplines.

Lauren Marshall Bowen is Assistant Professor of English at the University of Massachusetts Boston, where she teaches composition, rhetoric, and literacy courses and directs the first-year composition program. In addition to writing research across the lifespan, her research and scholarly interests include age studies and composition pedagogy. Her work has been published in *College Composition and Communication*, *College English*, *Literacy in Composition Studies*, and *Computers and Composition*, among others.

Anthony Clairmont is a doctoral candidate in the Department of Education at the University of California, Santa Barbara. His research explores the socio-cultural conditions under which measurement is used and interpreted in educational contexts. Clairmont has been involved in the construction and validation of measures of reading skills and study behaviors.

Lara-Jeane C. Costa is a research project director for the University of North Carolina at Chapel Hill Department of Allied Health Sciences. She is an expert in both methodology and content (preK–12 writing), and draws from her former experience as a public school special education teacher. Her publications and research focus on intervention science, relationships among the development of writing skills and cognitive processes science, alignment of instruction and measurement, and improving education for children with learning disabilities. She holds a doctoral degree and master's degree in Educational Psychology, Measurement and Evaluation, both from the University of North Carolina at Chapel Hill.

Ryan J. Dippre is Assistant Professor of English and the Director of College Composition at the University of Maine. He earned his Ph.D. from University of California, Santa Barbara in 2015. He has published in *Literacy in Composition Studies* and *English Journal*, among other places. His book, *Talk, Tools, and Texts: A Logic-in-Use for Studying Lifespan Literate Action Development*, is available at the WAC Clearinghouse / University Press of Colorado. He serves as the

co-chair of the Writing through the Lifespan Collaboration, a group of international scholars interested in developing a multi-site, multi-method, multi-generational study of writing through the lifespan. His research interests include lifespan writing research and writing program administration.

Steve Graham is Warner Professor of Education in the Division of Leadership and Innovation in the Mary Lou Fulton Teachers College at Arizona State University. For close to 40 years, he has studied how writing develops, how to teach it effectively, and how writing can be used to support reading and learning. In recent years, he has been involved in the development and testing of digital tools for supporting writing and reading. His research involves typically developing writers and students with special needs in both elementary and secondary schools, with much of it occurring in classrooms in urban schools. He is currently the editor of the *Journal of Educational Psychology*.

Jeffrey A. Greene is Professor in the Learning Sciences and Psychological Studies program at the University of North Carolina at Chapel Hill. He has published peer-reviewed articles, books, and book chapters on self-regulated learning, epistemic cognition, and online learning. He was the recipient of the 2016 American Psychological Association Division 15 Richard E. Snow Award for Early Contributions. He is co-editor of the *Handbook of Epistemic Cognition* and the *Handbook of Self-Regulation of Learning and Performance*. He holds a Ph.D. in educational psychology, as well as a master's degree in measurement, statistics, and evaluation, both from the University of Maryland.

Sarah Hirsch received her Ph.D. in English from UC Santa Barbara with an emphasis on American literature. She is a full time Continuing Lecturer for the UCSB Writing Program where she teaches journalism, magazine writing, writing for the visual arts, and writing for the humanities. Her work focuses on the visual and material rhetoric of New Orleans' iconography and culture. Through her research Sarah explores the interpretation of images and the reinterpretation and repurposing of them.

Stephen R. Hooper is Professor of Psychiatry, Pediatrics, Psychology & Neuroscience, and Education at the University of North Carolina at Chapel Hill. He also holds appointments in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center, and holds Fellow status at Frank Porter Graham Child Development Institute. Dr. Hooper also currently serves as the Associate Dean of Allied Health Sciences in the UNC-CH School of Medicine and is Chair of the Department of Allied Health Sciences. Dr. Hooper has published extensively in the fields of child psychiatry, psychology, and special education, with particular interests in child psychopathology, learning disabilities, intellectual and developmental disabilities, and intervention science. Current funding initiatives involve the study of written language in children,

rare genetic disorders, 22q11.2 Deletion Syndrome, and pediatric chronic kidney disease. Dr. Hooper received his doctoral degree in school psychology from the University of Georgia, with clinical child psychology internship training at Vanderbilt School of Medicine and a postdoctoral fellowship in child neuropsychology at Brown University.

Magdalena Knappik received her Ph.D. at the University of Vienna, Austria. She currently works at the University of Wuppertal, Germany, in the School of Education, area: Multilingualities in Education. Her research interests include writing development research, academic literacies, linguistic ethnography, translanguaging, critical pedagogy, critical race theory, and teacher education in migration societies. Her published works include her monograph, *Schreibend werden: Subjektivierungsprozesse in der Migrationsgesellschaft* (2018, “Writing and Becoming: Processes of Subjectivation in the Migration Society”), an analysis of 58 literacy narratives by monolingual and multilingual university students, and the edited volume *Sprache und Bildung in Migrationsgesellschaften* (2015, “Language and Education in Migration Societies”), co-edited with Nadja Thoma.

Yvonne Lee earned her Ph.D. in Rhetoric and Composition from Kent State University and now serves as the inaugural Director of Graduate Writing Support at Lehigh University. Her current research focuses on the intersections between graduate writers, graduate advisors, and writing center practices. Lee has also published work on such topics as sensemaking in the writing center environment and service learning in a healthcare-focused sophomore writing course.

Jeff Naftzinger is Assistant Professor of Rhetoric, Composition, & Writing at Sacred Heart University, where he teaches undergraduate courses on everyday writing, academic writing, and digital rhetoric. His research focuses on understanding how and why people write in both academic and non-academic contexts. He is also a member of the Writing Through the Lifespan Collaboration and is currently serving on the conference committee.

Talinn Phillips is Associate Professor of English at Ohio University where she also directs the Graduate Writing and Research Center. In addition to the lifespan, her research has investigated international graduate student writing development, liminal writing program administrators, and various intersections of graduate students and writing center support. She is co-editor of *Supporting Graduate Student Writers: Research, Curriculum, and Program Design* (University of Michigan Press, 2016), co-author of *Teaching with a Global Perspective: Practical Strategies from Course Design to Assessment* (Routledge, 2018), and co-creator of the tutor training film, *Becoming an Ally: Tutoring Multilingual Writers* (2017). She is a co-founder of the Writing Through the Lifespan Collaboration.

Apryl L. Poch is Assistant Professor of Special Education in the Department of Counseling, Psychology, and Special Education at Duquesne University in Pittsburgh, PA. Her research is focused on understanding the components of adolescent writing by modeling the components of the Simple View of Writing (i.e., transcription, text generation, memory, and self-regulatory executive functions) at the high school level, the writing development of school-age students with learning disabilities, adolescent students' knowledge of writing, and pre- and in-service general and special educators' knowledge and beliefs about teaching writing to students with disabilities. She is currently the editor of *LD Forum*, the newsletter for the Council for Learning Disabilities.

Kevin Roozen is Professor of Writing and Rhetoric at the University of Central Florida. Kevin's research examines the development of people's literate lives along expansive histories that stretch across their multiple textual engagements. Co-authored with Joe Erickson, Kevin's book *Expanding Literate Landscapes: Persons, Practices, and Sociohistoric Perspectives of Disciplinary Development* (Computers & Composition Digital Press, 2017) presents longitudinal case studies of disciplinary writing, learning, and socialization that argue for a richer, fuller understanding of the developmental trajectories people and literate practices trace throughout the world. Kevin's research has appeared in journals including *Written Communication*, *Research in the Teaching of English*, *College Composition and Communication*, the *Journal of Basic Writing*, and in a number of edited collections as well.

Lauren Rosenberg is the author of *The Desire for Literacy: Writing in the Lives of Adult Learners* as well as a follow-up essay ("Still Learning': One Couple's Literacy Development in Older Adulthood") and book chapter ("Following Participants as Leaders in Long Research," forthcoming in *Telling Stories: Perspectives on Longitudinal Writing Research*) that explore the ongoing literacy activities of the participants in her original study. Her research focuses on the writing practices of adult populations that are underrepresented in composition studies, community literacy studies, and feminist research ethics. She is Associate Professor of Rhetoric and Writing Studies and Director of First-Year Composition at the University of Texas-El Paso.

Anna Smith received her Ph.D. at New York University. She is currently Assistant Professor of Secondary Education at Illinois State University, following an IES Postdoctoral Fellowship in Writing and New Learning Ecologies at University of Illinois, Urbana-Champaign. She is co-author of *Developing Writers: Teaching and Learning in the Digital Age* and co-editor of the *Handbook of Writing, Literacies, and Education in Digital Cultures*. Her recent research on writing development, transliteracies, and the intersection of teaching and learning can be found in journals such as *Learning, Culture and Social Interaction*, *Theory into Practice*, *Journal of Literacy Research*, and *Literacy*.

Erin Workman is Assistant Professor in the Writing, Rhetoric, & Discourse (WRD) Department at DePaul University, where she directs the First-Year Writing Program, teaches undergraduate courses in the WRD major and graduate courses in the Teaching Writing and Language concentration, and leads the Teaching Apprenticeship Practicum. Her research focuses on lifelong and lifewide writing development, employing methods of visual and lifespan mapping to study writers' perspectives of their conceptual writing knowledge. Her work has appeared in *The WAC Journal*, *College Composition and Communication*, and *South Atlantic Review* and is forthcoming in the *Journal of Business and Technical Communication*.

Matthew C. Zajic is Assistant Professor in the Intellectual Disabilities/Autism Program in the Health & Behavior Studies Department at Teachers College, Columbia University. Prior to this position, he was a National Center for Special Education Research Postdoctoral Training Fellow in Education and Autism Spectrum Disorders at the Curry School of Education and Human Development at the University of Virginia. His research focuses on understanding and supporting the writing development of individuals with autism spectrum disorder, with specific interests in theory, assessment, and instruction. He has collaborated on interdisciplinary research projects examining reading, writing, and broader academic skill development in young, school-age, and postsecondary students with autism spectrum disorder. He recently co-edited a special issue for *Topics in Language Disorders* focused on writing development and autism spectrum disorders.

James T. Zebroski has—happily—taught college composition since 1978, most recently at University of Houston, where he is now Professor Emeritus and where he founded the Ph.D. in rhetoric, composition, and pedagogy. For nearly forty years his research has focused on Marxism and the critical theory of composition. His book *Thinking Through Theory: Vygotskian Perspectives on the Teaching of Writing* introduced the discipline to the theoretical and pedagogical implications of Lev Vygotsky's Marxist theory. He has published more than 50 articles, chapters, and essays on critical theory and innovative teaching practices. He currently is working on two books, *Ideology and Academic Labor in College English Departments* and *Vygotsky in the Twenty-first Century*.