

About the Contributors

Christine Farris is Assistant Professor of English and Women's Studies, Interim Co-Director of the Campuswide Writing Program at Indiana University. She has worked in programs aimed at change since the 1970s when she founded and directed an alternative school. While a poet in the schools for the Teachers' and Writers' Collaborative in New York City, she began her career as a literacy researcher assisting Sylvia Scribner. She has worked as a teacher, consultant, and researcher in WAC programs at the University of Washington and the University of Missouri, where she won the Provost's Outstanding Junior Faculty Award in 1990. She has published articles and book chapters on composition and writing across the curriculum theory, pedagogy, and research.

Joan Graham is Director of the Interdisciplinary Writing Program at the University of Washington. Involved in cross-curriculum program development since 1975, she serves frequently as a consultant to other schools. She is currently writing on course-design issues and co-directing a large research project on university students' writing experience.

Tori Haring-Smith is an Associate Professor in the departments of English and Theatre at Brown University, where she founded the Writing Fellows Program. Her publications include articles on pedagogy, composition, and theater as well as books on collaborative learning, A. A. Milne, the stage history of *The Taming of the*

Shrew, A Guide to Writing Programs and a textbook, *Writing Together*. In 1984, she founded the National Conference on Peer Tutoring in Writing, and she directed the consultant-evaluator program for the National Council of Writing Program Administrators from 1986 to 1988. Each year she speaks at numerous conferences and travels to about 25 colleges and universities to conduct faculty workshops on collaborative learning, writing across the curriculum, and critical thinking. She is currently working on *Challenging the Politics of the Classroom*, a book that explores the theory and practice of active learning strategies. In addition to this work, she is a theater director and a mother.

Muriel Harris is Professor of English and Director of the Writing Lab at Purdue University. She edits the *Writing Lab Newsletter*; has authored three textbooks, including the recent *Prentice Hall Reference Guide to Grammar and Usage*; edited *Tutoring Writing, A Sourcebook for Writing Labs*; and authored *Teaching One-to-One: The Writing Conference*. Her journal articles, book chapters, and conference presentations focus on individualized instruction in writing; individualized writing processes; and writing center theory, pedagogy, and administration. She is the recipient of the National Writing Centers' awards for Extraordinary Service to Writing Centers and also for Outstanding Publication.

Peshe C. Kuriloff is the Director of Writing Across the University at the University of Pennsylvania. In addition to working with graduate students and faculty who teach writing-intensive courses in all four undergraduate schools, she also trains and supervises undergraduate writing advisors, directs the graduate student staffed Writing Center, and runs a computer lab. Lately, she has been overseeing development of a new across the curriculum freshman writing seminar program. She has written an advanced composition textbook, *Rethinking Writing*, as well as articles about the pedagogy of teaching writing across the curriculum, the conventions of academic writing, and the relationships between writing across the curriculum and freshman English.

Joyce Neff Magnotto is Professor of English Studies and Chair of the Writing Department at Prince George's Community College where she directed the award-winning Writing Across the Curric-

ulum Program from 1983 to 1991. She serves on the Board of the National Network of WAC programs and as a writing consultant to the U.S. General Accounting Office. Previous publications include articles on WAC and professional development; her current project is a textbook with an emphasis on writing groups. She recently completed her Ph.D. at the University of Pennsylvania where her research addressed cross-disciplinary college writing as social practice.

Susan H. McLeod is Professor of English and Director of Composition at Washington State University, where she also directs the writing across the curriculum faculty seminars and where she recently received an award for excellence in teaching. She consults and conducts workshops on writing across the curriculum at other universities and serves on the Board of Consultants of the National Network of Writing Across the Curriculum Programs. Her publications include *Writing About the World*, a WAC reader for freshman composition; *Strengthening Programs for Writing Across the Curriculum*; and articles on writing across the curriculum, emotions and the writing process, and writing program administration. She is currently working on a book-length study of the affective domain and the writing process.

Linda H. Peterson is Director of Undergraduate Studies in English and Co-Director of the Bass Writing Program at Yale University. She is co-editor of the *Norton Reader* (8th edition) and a new critical edition of *Wuthering Heights*, as well as author of numerous essays about Victorian literature and about teaching of writing. With her colleague Leslie E. Moore, she taught a version of the freshman course she describes in this volume, now a regular offering in the English department's curriculum.

Karen Wiley Sandler is Associate Professor of French and Vice President and Dean of Academic Affairs at Juniata College in Huntingdon, Pennsylvania. She received her Ph.D. in Romance Language from the University of Pennsylvania and began her teaching career at the University of Vermont in the Department of Romance Languages, where she taught all levels of French language and literature, comparative literature, and secondary teaching methods. She left full-time teaching after 16 years at the University

of Vermont to become Assistant to the Associate Provost at Gettysburg College, where she also taught an introductory, interdisciplinary course for first-year students as well as Intermediate French. She moved to her current position in 1989. Her research interests include Montaigne, Louise Labé, Marguerite de Navarre, and the use of writing in the teaching of foreign languages and literature. She is also the co-author (with Susan O. Whitebook) of an intermediate review grammar, *Tour de Grammaire*.

Raymond Smith was born in Charlottesville, Virginia, and was educated at the University of Virginia and the University of Missouri-Columbia. In 1985, on a whim, he served as a Research Assistant for the Campus Writing Program, a new WAC program at the University of Missouri-Columbia. While working in this capacity he discovered that he was as interested in other disciplines as much as his own (English Renaissance literature). He served as Assistant Director of the Campus Writing Program at the University of Missouri for two years and then as Director in 1989. Since 1990, he has directed the Campus-wide Writing Program at Indiana University, where he works with faculty from a variety of disciplines to find profitable ways to use writing in their courses. He also administers Writing Tutorial Services, Indiana University's writing center.

Margot Soven is Associate Professor of English at La Salle University. She directs the La Salle University Writing Project, the Writing Fellows Program, and is Co-Director of the Freshman Composition Program. She serves on the Board of Consultants of the National Network of Writing Across the Curriculum Programs and is a Consultant-Evaluator for the Council of Writing Program Administrators. She has published articles on both freshman composition and writing across the curriculum. For the past 15 years, she has conducted workshops on the teaching of writing on both high school and college campuses.

Barbara R. Stout is Professor of English and Chair of the Department of English Composition and Literature at Montgomery College in Rockville, Maryland. She directed the Writing Across the Curriculum program there from 1983 to 1991. She was Co-Founder

and Co-Director of the National Capitol Area Writing Project. She gives workshops and publishes articles about writing across the curriculum and curricular innovations at community colleges.

Christopher Thaiss directs the Composition and Writing Across the Curriculum Programs at George Mason University, where he is Associate Professor of English. Active in the development of cross-curricular writing in schools and colleges since 1978, Thaiss also coordinates the National Network of Writing Across the Curriculum Programs and works with teachers in the elementary, middle, and high schools through the Northern Virginia Writing Project. Books he has written or edited include *Writing to Learn: Essays and Reflections, Speaking and Writing, K-12* (with Charles Suhor), *Language Across the Curriculum in the Elementary Grades*, and a composition textbook, *Write to the Limit*. Current projects include a composition anthology (*A Sense of Value*) and a book on youth baseball.

Barbara E. Walvoord is Director of Writing Across the Curriculum and Professor of English at the University of Cincinnati. She has also initiated and directed writing across the curriculum programs at Loyola College in Maryland and at Central College in Pella, Iowa. She was Co-Founder and for several years Co-Director of the Maryland Writing Project, an affiliate of the National Writing Project. She was also Co-Founder and Director of the Baltimore Area Consortium for Writing Across the Curriculum (BACWAC). In *Thinking and Writing in College* (NCTE) she and five collaborators report their naturalistic research into college students' thinking and writing in four disciplines. In addition, she has published two textbooks and a book for teachers—*Helping Students Write Well: A Guide for Teachers in All Disciplines* (MLA) as well as numerous articles and has given numerous conference presentations. She regularly does consulting and workshops on writing and critical thinking at colleges across the nation and is a member of the Board of Consultants of the National Network of WAC Programs.