

# CONTRIBUTORS

**Elizabeth Carroll** directs the University Writing Center and teaches graduate and undergraduate courses in Rhetoric and Composition. Her work has been published in *Currents*, *Praxis*, and *Southern Discourse*.

**Laura J. Davies** is assistant professor of English and Director of Campus Writing Programs at SUNY Cortland. Her scholarship investigates writing program administration, writing program histories, and plagiarism.

**Justin Everett** is an Associate Professor of Writing and Rhetoric and Director of Writing Programs at the University of the Sciences. He co-created the university's independent Writing Programs unit, which oversees first-year writing, professional writing, and the Writing Center. He is co-author of a writing textbook, *Dynamic Argument*, and has published book chapters and journal articles on topics ranging from writing program administration to science fiction. He also serves as creator and co-chair of the Pulp Studies Area of the Popular Culture Association and actively supports scholarship on early twentieth century working-class fiction.

**Michelle Filling-Brown**, assistant professor of English, is the coordinator of the WAC/Social Justice program at Cabrini University in Radnor, PA. Dr. Filling-Brown is co-chair of the Philadelphia Writing Program Administrators (PWPA) and most recently she published *iFeedback: Using Video Feedback for Supporting Student Revision* in *Journal of College Literacy and Learning*.

**Seth Frechie** is Chair of the Department of English at Cabrini University in Radnor, PA. Dr. Frechie is a 2007 recipient of the Lindback Award for Teaching Excellence and former chair of the Philadelphia Writing Program Administrators (PWPA), the first affiliate chapter of the national WPA. A teacher, writer, and editor, he is a founding member of the Forum for Undergraduate Student Editors (FUSE) conference network.

**George D. Gopen** is Professor Emeritus of the Practice of Rhetoric at Duke University, where he has taught in the Department of English and the Law School for 30 years. His latest two books (*Expectations* and *The Sense of Structure*) explore his "Reader Expectation Approach," which is revolutionizing the way in which writing is perceived and taught. His 1990 article for *American Scientist*, "The Science of Scientific Writing," has been designated by the journal as one of the 36 "Classic Articles" in its 100-year history of publication. He is the recipient of the 2011 Golden Pen Award, a lifetime achievement award for contributions to the field of legal writing given by the Legal Writing Institute.

**Kim Gunter** is an associate professor at Appalachian where she is the current director of Composition. Her work has appeared in the *Journal of Basic Writing*, *Writing on the Edge*, and *Open Words: Access and English Studies*.

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**Jennifer K. Johnson** teaches first year composition and various upper-division writing courses in the Writing Program at UC Santa Barbara. Jennifer holds a Ph.D. in Composition and TESOL from Indiana University of Pennsylvania. Her current research interests include the training and preparation of composition teachers, genre theory, disciplinarity, and the relationship between composition and Literary Studies. She recently had a chapter response published in *What We Wish We'd Known: Negotiating Graduate School* published by Fountainhead Press.

**Judith Kearns** is Associate Professors in the Department of Rhetoric, Writing, and Communications at the University of Winnipeg in Manitoba. She has co-authored articles with Brian Turner in *Writing Program Administration*, *The Canadian Journal of Communication*, *Textual Studies in Canada*, and *Writing Programs Worldwide: Profiles of Academic Writing in Many Places*. Her further research interests include women's life-writing and literacy practices.

**William B. Lalicker** earned his Ph.D. at the University of Washington, and has over 20 years of experience in writing program administration. His publications, presentations, and workshops focus on writing program policy, basic writing, rhetorical theory, and the teaching of writing in international and translingual contexts. He has served as co-chair of the Council on Basic Writing and as co-chair of the Philadelphia Area Council of Writing Program Administrators. Currently he is Professor of English at West Chester University of Pennsylvania.

**W. Brock MacDonald** joined the staff of the Academic Writing Centre at the University of Toronto's Woodsworth College in 1989 and became its Director in 2004. Before 2004, he also taught writing in U of T's Faculty of Pharmacy and Faculty of Applied Science and Engineering. More recently he has been involved in a two-year study of writing in the Department of Geography, a project to improve student writing in Philosophy, and the Writing Instruction for TAs (WIT) initiative. His current research explores Writing Centre appointment records as a source of data on student perceptions of writing issues.

**Barry Maid** is Professor and Founding Head of Technical Communication at Arizona State University. Previously, he was chair of English and helped to lead the creation of the Department of Rhetoric and Writing at the University of Arkansas at Little Rock. His research interests include program administration, assessment, writing in digital environments, and information literacy. He has written numerous articles and book chapters and is co-author of the *McGraw-Hill Guide: Writing for College, Writing for Life* (3rd ed.) (2013) and co-editor of the forthcoming collection *Information Literacy: Research and Collaboration across Disciplines*.

**Sarah Perrault** is Assistant Professor in the University Writing Program at the University of California, Davis, and co-director of the UC Davis Center for Design in the Public Interest. Her research interests include rhetoric of science, rhetorical theory, and writing pedagogy. Perrault is the author of *Communicating Popular Science: From Deficit to Democracy*, and articles in *Composition Studies*, the *Journal of General Education*, and *Bird Watcher's Digest*.

**Louise Wetherbee Phelps** is currently Adjunct Professor at Old Dominion University, and Emeritus Professor of Writing and Rhetoric at Syracuse University, where she was founding director of an independent writing department with a doctoral program and writing major. At Old Dominion University, she teaches in the English Department's interdisciplinary Ph.D. program and is a consultant on writing programs and departments. Her publications include *Composition as a Human Science*, two co-edited volumes, and numerous essays and book chapters. In the profession, she led the Visibility Project to gain recognition for the discipline and recently originated a cross-generational initiative at 4Cs.

**Margaret Procter** was the University of Toronto Coordinator of Writing Support from 1992 to 2012, working to develop writing programs in a variety of disciplinary areas, two of which have won the NCTE Certificate of Excellence and another the Alan Blizzard Award for Collaborative Teaching. Her capstone project before retiring was a departmentally-based WIT initiative in the largest undergraduate division, that of Arts and Science. Besides co-writing a student handbook and editing two volumes of student nonfiction prose, she created the website Writing at the University of Toronto and the software iWRITE, and has published several studies of institutional practices in the Canadian context.

**Georgia Rhoades** is a professor at Appalachian State University, where she serves as the WAC director and was director of Composition for 10 years. Her work has appeared in *Feminist Formations*, *Academe*, and *Currents*.

**Katharine Rodger** is a lecturer in the University Writing Program at UC Davis, where she has been teaching science writing, environmental writing, and advanced composition for four years. Prior to that, she taught courses at the university and community college levels. Her teaching and research center on issues

in science writing and communication, and she has edited two collections of letters and essays by marine ecologist Ed Ricketts, friend and collaborator of John Steinbeck (*Renaissance Man of Cannery Row*, 2002; *Breaking Through*, 2006).

**Valerie C. Ross** is the founding director of the Critical Writing Program, an independent Writing in the Disciplines and first-year writing program at the University of Pennsylvania. Prior to her academic career, Ross was a management consultant specializing in marketing, organization, and long range planning. Her current research interests include knowledge transfer, peer review, and institutional change.

**Dan Royer** is Professor of Writing in the Department of Writing at Grand Valley State University where he serves as department chair. He has co-authored an article on directed self-placement in College Composition and Communication and has published in various academic journals and books.

**Ellen Schendel** is Professor of Writing at Grand Valley State University, where she serves as the director of the writing center, interim dean of Brooks College, and teacher in the Department of Writing. Her recent book, *Building Writing Center Assessments that Matter*, is published by Utah State University Press.

**Eric Schroeder**, an award-winning teacher and the former director of UC Davis' Study Abroad Program, has taught a range of courses at UC Davis in the University Writing Program, English Department, Comparative Literature, American Studies, and Integrated Studies Honors Program. He was instrumental in establishing some of the publications and programs for which the University Writing Program has received national attention: the publications *Writing on the Edge* and *Prized Writing*, the computer-assisted instruction program, the WAC workshop program, and the writing minor.

**Chris Thaiss** is Professor Emeritus of Writing Studies in the University Writing Program, UC Davis. First permanent director of the UWP (2006–2011), he also chaired its Ph.D. Designated Emphasis in Writing, Rhetoric, and Composition Studies and directed the Davis Center for Excellence in Teaching and Learning. He teaches undergraduate writing courses in science and business, as well as graduate courses in writing theory, pedagogy, research, and program administration. Author, co-author, or editor of twelve books, his most recent (2012) is *Writing Programs Worldwide: Profiles of Academic Writing in Many Places* (WAC Clearinghouse and Parlor Press).

**Brian Turner** is Associate Professor in the Department of Rhetoric, Writing, and Communications at the University of Winnipeg in Manitoba. He has co-authored articles with Judith Kearns in *Writing Program Administration*, *The Canadian Journal of Communication*, *Textual Studies in Canada*, and *Writing Programs Worldwide: Profiles of Academic Writing in Many Places*. His further research interests include writing on the environment and rhetorical theory.

**Carl Whithaus** is a Professor in, and Director of, the University Writing Program at UC Davis. He studies the impact of information technologies on literacy practices, writing in the sciences and engineering, and writing assessment. His published works include *Multimodal Literacies and Emerging Genres* (University of Pittsburgh Press, 2013), *Writing Across Distances and Disciplines: Research and Pedagogy in Distributed Learning* (Routledge, 2008) and *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing* (Erlbaum, 2005).

**Andrea Williams** is an award-winning teacher who joined the Faculty of Arts and Science at the University of Toronto in 2010 where she coordinates the Writing Instruction for TAs initiative and works in the University College Writing Centre. In addition to having published in the history of rhetoric and co-authoring an article on the Scholarship of Teaching and Learning, she is currently involved in a national study on writing across the undergraduate curriculum in Canada and a project on integrating the teaching of information literacy and writing.