CONTRIBUTORS

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Nick Carbone began teaching writing with computers in 1989 by sneaking his class into the secretarial sciences (he is not making that name up) classroom so that his students could learn WordStar. Since then, he’s directed a college writing program, WAC program, and writing center, was a Director for Digital Teaching and Learning for a college textbook publisher, and was an instructional designer and e-learning content developmental editor of online learning companies. He writes about technology and teaching, and wonders what will come next about writing and the teaching of writing online.

Steven J. Corbett is Director of the University Writing Center and Associate Professor of English at Texas A&M University, Kingsville. He is the author of *Beyond Dichotomy: Synergizing Writing Center and Classroom Pedagogies* (2015) and co-editor of *Peer Pressure, Peer Power: Theory and Practice in Peer Review and Response for the Writing Classroom* (2014), *Student Peer Review and Response: A Critical Sourcebook* (2018), *Writing In and About the Performing and Visual Arts: Creating, Performing, and Teaching* (2019), and *Writing Centers and Learning Commons: Staying Centered While Sharing Common Ground* (forthcoming).
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Kay Halasek is Professor of English and Director of the Michael V. Drake Institute for Teaching and Learning at Ohio State University. Her research spans a range of topics, including feminist historiography, writing program administration, and composition theory and pedagogy. She is the author of A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies, which received the CCCC Outstanding Book award. As director of the institute, she leads enterprise research and policy initiatives related to teaching and learning.

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Bob Mayberry is a retired Professor of Composition, Creative Writing, and Drama who continues to write short stories, plays, and a detective novel. Director of Composition at TCU, UNLV, GVSU and CSUCI, he’s run out of acronyms to work for. Fired from UNLV for trying to institute portfolio grading, student-teacher conferences, and process pedagogy, he remains committed to the workshop approach he experienced earning his MFA in playwriting at Iowa.

Nora McCook is a writing and literacy studies scholar whose research and teaching focuses on social and historical contexts of writing/literacy instruction. Her work addresses a range of learning contexts including school and community literacy initiatives, writing program professional development, college writing classrooms, and an early twentieth-century training school for nurses. She currently teaches first-year, digital, and professional writing and language diversity courses at Bloomfield College in New Jersey.

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Ellen Turner is Senior Lecturer in English Literature at Lund University, Sweden. She has published articles on modernist literature, detective fiction, and physical cultures, as well as E. M. Hull and the desert romance genre. In addition to her literary interests, she has taught extensively on undergraduate and postgraduate academic writing courses, and has co-developed a MOOC in academic writing, specifically aimed at second-language learners of English.

Christopher Weaver is Director of the Program in Writing and Rhetoric at William Paterson University, where he teaches courses in writing, literature, and composition theory and practice at all levels, from freshmen to graduate students. He writes about composition theory and pedagogy and is the co-editor with Phoebe Jackson of Writing in Online Courses and the co-editor with Fran Zak of The Theory and Practice of Grading Writing.