

# CONTRIBUTORS

**Kendra Andrews** is Assistant Teaching Professor at Wake Forest University, where she teaches in the writing program with a focus on writing in the 21st century and writing across the curriculum. Her work has appeared in *Kairos* as well as several edited collections on teaching writing at the university level.

**Chris Anson** is Distinguished University Professor and Director of the Campus Writing and Speaking Program at North Carolina State University. He has published 19 books and 140 articles and book chapters on writing and has spoken across the U.S. and in 33 other countries. He is Past Chair of the Conference on College Composition and Communication and Past President of the Council of Writing Program Administrators and is currently Vice Chair of the International Society for the Advancement of Writing Research.

**Ian G. Anson** is Associate Professor in the Department of Political Science at UMBC in Baltimore, Maryland. Dr. Anson completed a Ph.D. in political science and a M.S. in applied statistics at Indiana University—Bloomington in 2015. Dr. Anson's primary scholarly interests lie at the intersection of the fields of public opinion, political communication, and political behavior. His work often focuses on partisan biases, motivated reasoning, and factual misperceptions in American public opinion. Dr. Anson also contributes to the scholarship of teaching and learning (SoTL), and studies research methodologies such as automated text analysis and the design of experiments.

**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). His

articles on writing pedagogy have appeared in a variety of journals, periodicals, and collections.

**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 CCCO Outstanding Book award. As director of the institute, she leads enterprise research and policy initiatives related to teaching and learning.

**Phoebe Jackson** is Professor Emerita of English and former chair of the English Department at William Paterson University. Her research and publications include work in modern and contemporary American women writers and in composition studies. Along with Christopher Weaver, she is the co-editor of *Writing in Online Courses: How the Online Environment Shapes Writing Practices* and with Emily Issacs, co-editor of *Public Works: Student Writing as Public Text*.

**Beth Kramer** is Senior Lecturer in the Rhetoric Department of Boston University's College of General Studies. She has over a decade of experience teaching composition and research skills as part of a global, interdisciplinary program. She is currently studying new ways to integrate multimodal learning into composition courses, and has recently presented her work at MLA, NeMLA, and AGLS. In 2017, she co-edited an issue of *Impact* interdisciplinary journal devoted to podcasting in the classroom.

**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.

**Vicki A. Pallo** is Professor at Virginia Commonwealth University, where she primarily teaches writing and research courses. After spending several years as an Editor & Project Manager for a Seattle consulting firm, she earned her M.A. and Ph.D. in English Literature from Binghamton University, SUNY, with an emphasis on 18th- and 19th-century British Literature. Today, her research centers

on the scholarship of teaching and learning, especially the way in which technology impacts these practices.

**Courtney Stanton** is Assistant Teaching Professor in the Writing Program at Rutgers University-Newark, where she teaches first-year writing and advanced courses in rhetoric and social change. Her primary research focus is the intersection of first-year-writing theory and pedagogy with critical disability theory; other interests include writing-about-writing pedagogy and disability representation. Her work has appeared in journals including *Composition Studies*, *Double Helix*, *The Journal of Pedagogical Development*, and *CEA Forum*, as well as numerous volumes on disability within media and culture.

**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*.