

# CONTRIBUTORS

**Suzanne Biedenbach** is Associate Professor of English and chair of the English Composition Committee at Georgia Gwinnett College, where she teaches developmental writing, first-year composition, advanced composition, rhetoric courses, and professional writing courses. In her approach to teaching writing, she strives to employ a variety of teaching strategies aimed at assisting her students in becoming self-regulated independent learners who understand the connections between and are able to maneuver back and forth through the various discourse communities in which they find themselves.

**Alison Cardinal** is a doctoral candidate at the University of Washington and a Senior Lecturer at the University of Washington Tacoma. She is also an Affiliate Researcher at the University of El Paso's Sites of Translation: A User Experience Research Center. Her community-engaged work uses participatory approaches to generate collaborative research and user-centered design. Her work has appeared in *Composition Forum* and *Communication Design Quarterly*.

**Dan Fraizer** is Professor of Composition and Rhetoric at Springfield College. He teaches first-year composition, writing studio, advanced composition, and writing for the professions, and he also works with faculty across the disciplines to improve writing assignments and evaluation tools in a program called Faculty Writing Fellows. His publications have added to conversations about the textbook industry, service-learning, writing about war, and most recently knowledge transfer, where his research on studios as locations of transfer appeared in *WPA: Writing Program Administration* and his research on teaching for transfer in cross-disciplinary courses appeared in *Composition Forum*. He introduced writing studio to Springfield College in the late 1990s, making it an early adopter of Studio.

**Bre Garrett** is Assistant Professor and Director of Composition at the University of West Florida, where she teaches a range of writing and rhetoric classes across the curriculum. Her research investigates the intersection of rhetorical theory and composition pedagogy. She has an article that links writing studio and disability studies in *Composition Forum*, and she has conducted additional research on embodied composing and curricular design, on institutional studies and writing program administration, and on multimodal composing.

**Mary Gray** is Visiting Assistant Professor of English at the University of Houston, where she coordinates and teaches hybrid first-year writing supported by online studios. In partnership with the UH Writing Center, her work includes training and supervising new hybrid instructors as well as conducting program assessment.

**Christine Weber Heilman** is currently a part-time faculty member in English composition at Miami University of Ohio, where she teaches first-year writing. She has been teaching college writing for nearly thirty years at both two-year and four-year colleges. As Assistant Professor of English at Georgia Gwinnett College from 2011 to 2013, she served as Coordinator of the Segue Initiative, which piloted ALP (Accelerated Learning Program), a learning community that blends mainstreaming, acceleration, and studio models for developmental writers and allows them to earn college credit. Her research has focused on the interconnection between two fields: working-class studies and college student intellectual development as it relates to college writing.

**Karen Gabrielle Johnson** is Associate Professor at Shippensburg University, where she directs the Writing Studio. Karen is Co-editor of the *Writing Lab Newsletter: A Journal of Writing Center Scholarship* and a member of the Executive Board of the International Writing Centers Association. Her scholarship has focused on service-learning and writing assessment, while her editorial work includes guest-editing a special issue on tutor pedagogy in *The Writing Lab Newsletter*. Her most recent work is an open-access digital book, *What We Teach Writing Tutors: A WLN Digital Edited Collection*, which was co-edited with Ted Roggenbuck in 2018.

**Kelvin Keown** is the English Learner Specialist at the University of Washington Tacoma, where the focus of his work in the Teaching and Learning Center is tutoring and teaching multilingual students. His professional interests include language teaching and learning, sociolinguistics, and the history of English.

**Kylie Korsnack** is a doctoral candidate in English at Vanderbilt University, where she teaches undergraduate writing courses in the English department and facilitates graduate seminars as part of the Vanderbilt Center for Teaching's Certificate in College Teaching Program. Her research focuses on contemporary literature, speculative fiction, and digital pedagogy.

**Michael Kuhne** began his educational career as a high school English teacher in Minnesota and Colorado before earning a Ph.D. in English at the University of Minnesota (1998). Since 1995, he has taught English at Minneapolis Community and Technical College. His research interests include game-based learning and racial justice. He has published in *Teaching English in the Two-Year College*, the *Minneapolis Star Tribune*, the *Minnesota English Journal*, *Communitas*, and *Antipodes*, and he has contributed chapters to numerous books.

**Robert LaBarge** is an English Language Arts instructor at Piñon High School on the Navajo Nation. A former linguist, his current research interests include literacy and development in rural and under-served areas and the rhetoric of Marian apparitions.

**Jane Leach** has taught English at Minneapolis Community and Technical College since earning her Ph.D. in English at the University of Minnesota in 1999. Her primary interests are developmental writing, first-year composition, and critical literacy. She has taught Developmental English for more than 15 years and was awarded a Minnesota State Board of Trustees Outstanding Educator Award in 2012.

**Aurora Matzke** is Associate Professor and Co-Director of the English Writing Program at Biola University, where she teaches first-year writing, embodied rhetorics, digital pedagogy, and writing in the disciplines courses. Her work may be found in such collections as *Bad Ideas about Writing* and *Feminist Challenges or Feminist Rhetorics?: Locations, Scholarship, and Discourse*.

**Michelle Miley** is Assistant Professor of English and Director of the MSU Writing Center at Montana State University. Her articles have appeared in the *Writing Center Journal* and *WLN: A Journal of Writing Center Scholarship*. Her current research uses institutional ethnography as a lens to map perceptions of the work of academic writing and writing centers from the standpoint of students.

**Cara Minardi-Power** teaches at Florida Southwestern State College in L-Belle, Florida. When she taught at Georgia Gwinnett College (GGC), she was one of the six-member team who worked on the state's project to transform remedial writing instruction through a grant from Complete College America, which developed into GGC's Segue Program. Her research areas include scholarship on teaching and learning as well as feminist rhetorics. She has published articles in *Peitho*, *thirdspace*, and *Pedagogy & Practice*, and has co-edited five textbooks for first-year composition.

**Tonya Ritola** is Teaching Professor and Chair of the Writing Program at University of California, Santa Cruz, where she teaches lower-division writing and provides pedagogical training for graduate student instructors. Her publications and research focus on teaching for transfer, equity in writing program assessment, and organizational rhetoric.

**Shirley K Rose** is Professor and Director of Writing Programs in the Department of English at Arizona State University. She is a Past President of the Council of Writing Program Administrators and is the Director of the WPA Consultant-Evaluator Service. She regularly teaches graduate courses in writing program administration and has published articles on writing pedagogy and on issues in archival research and practice. With Irwin Weiser, she has edited four collections on the intellectual work of writing program administration, including *The WPA as Researcher*, *The Writing Program Administrator as Theorist*, *Going Public: What Writing Programs Learn from Engagement*, and *The Internationalization of US Writing Programs*.

**Christina Santana** is Assistant Professor of English at Worcester State University, where she serves as Director of the University Writing Center. Her work on collaboration and community engagement has been focused on both writing and conversation and includes her dissertation project as well as articles that have appeared in the *Community Literacy Journal* and *Currents in Teaching and Learning*. She regularly teaches courses in community writing, professional/business writing, and writing consultancy.

**Mandy Sepulveda** is Associate Professor of English at Georgia Gwinnett College. She has been teaching college courses in various departments and disciplines for the last 13 years. Her areas of specialty are teacher training and adolescent learning. She worked as a graduate teaching assistant (GTA) in Auburn University's English and Educational Psychology Departments for 5 years, teaching courses in rhetoric and composition, basic research methods, and adolescent development, learning, assessment and motivation. She received a Master's of Liberal Arts in 2005, a Master's of English with a concentration in rhetoric/composition in 2008, and a Ph.D. in Educational Psychology in 2010. As one of the six charter members of the Segue Taskforce at Georgia Gwinnett College, she is involved with transforming remediation of first year writing courses, introducing students to yoga, and promoting a holistic approach to learning.