

## CONTRIBUTORS

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**John Ackerman** coordinates Business Writing and teaches at the University of Utah. His research interests are in the connection between writing and disciplinary learning. He is coauthor of *Reading to Write: Exploring a Cognitive and Social Process* (Oxford University Press, forthcoming).

**Charles Bazerman** teaches at the Georgia Institute of Technology, where he directs degree programs in rhetoric and technical communication. His interests are in theory of writing as a social activity and the rhetoric of science. He is author of *Shaping Written Knowledge: The Genre and Activity of the Experimental Article in Science* (University of Wisconsin Press, 1988). His textbooks include *The Informed Reader* and *The Informed Writer*.

**Carol Berkenkotter** teaches rhetoric and composition at Michigan Technological University. Her early studies of audience-related composing strategies have led to an interest in the situational contexts of writing and academic genres. She has published essays in *Research in the Teaching of English*, *College Composition and Communication*, *Rhetoric Review*, and *Journal of Advanced Composition* and has completed the textbook *College Contexts for Reading and Writing*.

**Amy J. Devitt** teaches at the University of Kansas, specializing in composition theory and in the English language. Her publications include *Standardizing Written English: Diffusion in the Case of Scotland, 1520-1659* (Cambridge University Press, 1989).

**Stephen Doheny-Farina** teaches technical communications at Clarkson University. He has published on a range of issues related to writing in nonacademic settings and has recently edited *Effective Documentation: What We Have Learned from Research* (MIT Press, 1988).

**Jeanne Fahnestock** teaches rhetoric and writing at the University of Maryland at College Park. She is coauthor of *The Rhetoric of Argument* and has published articles in *College Composition and Communication*, *Written Communication*, and *Science, Technology, and Human Values*. She is now working on a book on the rhetoric of science.

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**Barbara A. Fennell** teaches linguistics and German at North Carolina State University, where she also coordinates the minor in linguistics. Her main research interests are in Germanic and English sociolinguistics.

**Cheryl Geisler** teaches rhetoric and composition at Rensselaer Polytechnic Institute and directs the Writing Intensive Program. She has published articles on academic conversation in *Written Communication*, *Rhetoric Society Quarterly*, and *Rhetoric Review*, and is coauthor of the textbook *Arguing From Sources: Exploring Issues Through Reading and Writing*.

**Carl G. Herndl** teaches English at North Carolina State University, and has published on corporate and technical writing. He is currently writing about postmodernism and ethnography, and about the implications of Marxist critical theory for writing research.

**Thomas N. Huckin** teaches discourse analysis, advanced expository writing, and technical writing at the University of Utah. He enjoys doing context-sensitive linguistic analyses of written texts, written genres, and "rules of good writing." He is coauthor of *Technical Writing and Professional Communication* and has published articles in *Research in the Teaching of English*, *Written Communication*, *Linguistic Analysis*, *Visible Language*, and other journals.

**Lucille Parkinson McCarthy** teaches literature and writing at the University of Maryland, Baltimore County. She has published articles about students writing in academic settings and has coauthored a book on the psychiatry of handicapped children.

**Carolyn R. Miller** teaches at North Carolina State University where she coordinates the M.S. in Technical Communication. Her primary research interest is the rhetoric of science and technology, on which she has published several theoretical and critical essays. She is also coeditor of *New Essays in Scientific and Technical Communication*.

**Greg Myers** is a lecturer in Linguistics at the University of Lancaster, Lancaster, England. He has recently published a book of case studies, *Writing Biology: Texts in the Social Construction of Scientific Knowledge*, and he is now working on a study of the discourse of the computational linguistics and AI research communities in Britain.

**James Paradis** teaches technical communication at the Massachusetts Institute of Technology. His primary scholarly interests are the rhetorical history of science and technology and science and literature in Victorian culture. He has consulted extensively as an expert witness on the role of manuals in the social construction of technology. His publications include *T. H. Huxley: Man's Place in Nature* and numerous essays in journals and volumes. He is coeditor of *Victorian Science and Victorian Values* and *Evolution and Ethics* (Princeton University Press, 1989).

**Les Perelman** is an Assistant Dean and Coordinator of the Writing Requirement at the Massachusetts Institute of Technology. Trained in medieval literature and rhetoric, he is interested in historical relationships between the social function of discourse and the concurrent formulation of rhetorical theory. He has coedited *The Middle English Letter of Alexander to Aristotle* and has published articles in *College English*, *The Writing Instructor*, and *Neophilologus*.

**Robert A. Schwegler** teaches courses in rhetoric and composition in the English Department at the University of Rhode Island. His research currently focuses on the ways cognition, disciplinary constraints, and ideology shape readers' perceptions and evaluations. He has published articles in *College English*, *Freshman English News*, *Journal of American Folklore*, and *The Writing Instructor*. Among his textbooks are *Patterns in Action* and *Patterns of Exposition*.

**Marie Secor** teaches at Penn State University, where she has also served as director of the Penn State Conference on Rhetoric and Composition. She has published essays in *College Composition and Communication*, *Pre/Text*, *Rhetoric Society Quarterly*, *Philosophy and Rhetoric*, and *Written Communication*, and she is coauthor of *A Rhetoric of Argument* (2d ed., McGraw-Hill) and *Readings in Argument* (Random House). She is interested in rhetorical history, theory, and analysis, and is doing further studies on the rhetoric of literary argument and on style.

**Linda K. Shamoan** is Director of the College Writing Program in the English Department at the University of Rhode Island where she teaches courses in rhetoric and composition and in the teaching of writing. In addition to articles in *College English*, *Freshman English News*, and *The Writing Instructor*, she has published a textbook, *Think/Write: A Guide*

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to *Research Writing Across the Curriculum* and is the author of a forthcoming text on reading and writing in the disciplines. Her current research focuses on the connections between gender and argumentative style in undergraduate writing.

**Ann Harleman Stewart**, Visiting Scholar in the American Civilization Department at Brown University, has taught linguistics and writing at Rutgers, the University of Washington, Dartmouth, and MIT. Her scholarly work includes *Graphic Representation of Models in Linguistic Theory* (Indiana, 1976), *Ian Fleming: A Critical Biography* (Twayne, 1989), and many articles on language and style. She has received fellowships from the Guggenheim, Fulbright, and Rockefeller foundations and currently holds the Rhode Island State Arts Council Literature Fellowship.

**Gail Stygall** teaches rhetoric, composition, and English language linguistics at the University of Washington. She has published articles in *The Journal of Basic Writing* and *The Journal of Teaching Writing*. She is currently at work on a book examining the language theories invoked in judicial decisions.

**James P. Zappen** teaches at Rensselaer Polytechnic Institute. He has published articles on rhetoric and scientific communication in numerous journals. He is also editor of the State University of New York Press series *Studies in Scientific and Technical Communication*.