

About the Contributors

MICHAEL S. ALLEN teaches writing and literature at The Ohio State University at Mansfield, and other writing classes at North Central Technical College. In 1992, Allen asked ten college faculty attending Miami University's "New Directions in Portfolio Assessment" conference if they would be interested in exchanging and evaluating portfolios from their classrooms, and Portnet was formed. Soon Portnet was evaluating portfolios online; Mike developed a strong new interest in electronic communication and texts. He has published several articles, most recently in *Assessing Writing* and in the *Journal of Teaching Writing*, and he also led an external validation of the Missouri Western State University graduation portfolio for technical writing majors.

CHERYL AUSE and GERILEE NICASTRO continue to experiment with portfolios at their respective schools. The Bonneville-Cottonwood portfolio connection is ongoing as well: currently, Ause and Nicastro are working together on a district committee to develop performance assessment tasks for reading and writing. Gerilee has taught for twenty-four years, Cheryl for twenty years. Cheryl is also a contributor to *Peer Response Groups in Action* (Boynton/Cook, 1993), a collection of work which focuses on collaborative writing in the classroom.

KRISTINE BLAIR is Assistant Professor of English at Bowling Green State University. She teaches undergraduate and graduate courses in composition theory and pedagogy, the majority of them in electronic settings. Her work with Pamela Takayoshi began while they were graduate students in Purdue's program in rhetoric and composition. Currently, she and Takayoshi are co-editing the collection *Feminist Cyberscapes: Essays on Gender in Electronic Spaces*. Blair's current research addresses the ability to extend cultural studies pedagogies to all levels and sites of the English curriculum, including computerized writing classrooms.

C. BETH BURCH is Assistant Professor at Binghamton University, SUNY, where she teaches courses in English education, English, and education and is responsible for the Master of Arts in Teaching English program. She has just finished writing

a first year rhetoric on writing in the portfolio classroom. Her publications include *Students Write* (with Leonora Woodman), *Laura and Jim and What they Taught Me About the Gap Between Educational Theory and Practice* (with Dona Kagan), articles in *Portfolio News*, *Studies in American Jewish Literature*, and *The Oxford Companion to Women's Writing*, among others. Her current research projects focus on portfolios and reflection and on Jewish women writers.

SUSAN CALLAHAN became aware of the role writing portfolios were expected to play in school reform while teaching basic writing at Kentucky State University. Since her previous teaching experience included work with at-risk middle and high school students as well as returning adults who had not been successful in traditional classrooms, she hoped the assessment portfolios would encourage high quality writing experiences for all students. She currently teaches advanced composition, writing theory, and pedagogy to preservice secondary teachers at Northern Illinois University. She has an article on portfolio theory in a recent issue of *Assessing Writing* and is planning a follow-up study at Pine View.

WILLIAM CONDON, formerly the Director of the University of Michigan's English Composition Board, now directs the Washington State University Writing Program. Condon is active in the area of portfolio-based writing assessment. His publications include "Readers' Responses to Portfolios" in *College Composition and Communication*, and "Maintaining a Portfolio-Based Writing Assessment: Research that Informs Program Development," in *New Directions in Portfolio Assessment*. He and Liz Hamp-Lyons have co-written a book about portfolio-based assessment (forthcoming, Hampton Press).

SUSAN R. DAILEY is Writing Specialist and Assistant Professor of Legal Writing at Quinnipiac College School of Law in Hamden, Connecticut. She holds a Ph.D. from Catholic University, and before joining the Law School faculty, she taught writing and literature in college English and basic studies programs. In addition to working with student writing portfolios, she has developed a teacher portfolio project for faculty involved in teaching legal writing. Her articles have appeared in *The Leaflet* and *The Second Draft: Bulletin of the Legal Writing Institute*.

ROBERT LEIGH DAVIS is Assistant Professor of English at Wittenberg University in Springfield, Ohio, where he teaches undergraduate courses in composition, literary theory, and American literature. He was awarded Wittenberg's Omicron Delta Kappa Excellence in Teaching Award in 1996 and is author of *Whitman and the Romance of Medicine* (University of California Press, forthcoming). For the past four years, he has directed Wittenberg's writing program.

MARCIA DICKSON teaches composition at The Ohio State University at Marion, where she is Associate Professor of English. Although her area of expertise is basic writing instruction, she uses portfolios for all of her composition and literature courses, and as a member of the Portnet project, she collaborates over

the wires about portfolio assessment. Her publications include *Portfolios: Process and Product*, co-edited with Pat Belanoff, and *It's Not Like That Here: Teaching Reading and Writing to Novice Writers* (Boynnton/Cook).

PETER ELBOW and PAT BELANOFF have been writing collaboratively about portfolios for over ten years. This collaboration began at the University at Stony Brook and led to the establishment there of the first major university portfolio system in the country. That collaboration also led to two textbooks, *A Community of Writers* and *Sharing and Responding*, both now in second editions. Sharing drafts and trading feedback continued after Peter moved to the University of Massachusetts at Amherst. Peter's other books, *Writing Without Teachers*, *Writing With Power*, and *Embracing Contraries*, focus on the interactions of classroom practices and their philosophic and theoretical underpinnings. His most recent book, *What Is English?*, is a personal report of and response to the 1994 English Coalition Conference. Pat edited, with Marcia Dickson, the collection of essays *Portfolios: Process and Product*, which has served as the source of a variety of portfolio projects throughout the country. Pat has also authored a grammar book, *The Right Handbook*, now in its second edition. Peter serves on the executive board of CCCC; Pat currently is chair of the CCCC Assessment Committee. Both now also serve as Directors of the writing programs at their institutions.

KATHERINE FISCHER teaches courses in creative writing, science fiction, poetry, introduction to literature, essay writing, and nature writing at Clarke College in Dubuque, Iowa; she also serves as the director of the writing lab and coordinator for computer-assisted writing classes. She has published articles about teaching writing and literature, and most recently, about using computer technology to teach writing and literature. She has also had poetry published in various small presses and journals.

CHERYL FORBES teaches writing and rhetoric at Hobart and William Smith Colleges in Geneva, New York. Her recent articles include "Fifth Business: Typography and the Act of Reading" in *Writing on the Edge* and "Cowriting, Overwriting, and Overriding in Portfolio Land Online" in *Computers and Composition, Special Issue on the Electronic Portfolio*. She has an article on African-American women's voices in a forthcoming book, *Women's Words, Women's Worlds* (Mayfield) and has just finished an article, "Discerning Domesticities: Critical Narrative and Composition" for *Feminism and Empirical Writing Research: Emerging Perspectives in Rhetoric and Composition* (forthcoming, Boynnton/Cook).

GAIL E. HAWISHER is Professor of English and Director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign. She has served on the NCTE College Editorial Board and is currently Assistant Chair of NCTE's College Section. Her published work includes the co-edited collections *Critical Perspectives on Computers and Composition Instruction; On Literacy and Its*

Teaching, Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s; and *Re-Imagining Computers and Composition: Teaching and Research in the Virtual Age*. She has published widely in composition studies in such journals as *Research in the Teaching of English*, *College English*, and *Written Communication*. With Cynthia Selfe, she also edits *Computers and Composition*. Her most recent projects are the co-authored "Women on the Networks: Searching for E-Spaces of Their Own" and *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History*.

JANICE M. HEIGES, an Associate Professor of Composition at Northern Virginia Community College, Loudon campus, teaches a variety of writing courses, including developmental, business, and technical writing. Introduced to portfolios in 1990, she has been using portfolios in all of her classes. In 1994, while completing a doctoral degree on student attitudes towards portfolios, she successfully pursued substituting a portfolio for the doctoral comprehensive examination. During the past four years, she has made presentations about portfolios at regional and national conferences. Recently, she has published a monograph entitled "Using Portfolios in the English 111 Classroom."

BRIAN HUOT and MICHAEL M. WILLIAMSON are, respectively, Associate Professor of English at the University of Louisville and Professor of English at Indiana University of Pennsylvania. Brian has published research and theory on writing assessment in *College Composition and Communication* and *Review of Research in Education*, as well as in other journals and books. He is co-editor, with Kathleen Yancey, of the journal *Assessing Writing*. Mike and Brian have been working collaboratively on writing assessment for some time. Together, they edited *Validating Holistic Scoring for Writing Assessment: Theoretical and Empirical Foundations*.

GEORGE P. E. MEESE is director of the Writing Excellence Program at Eckerd College in St. Petersburg, Florida, where he instituted a campuswide writing competency portfolio system in 1988. He is a charter member of the Portnet research group, with a continuing interest in making writing assessment serve at least three stakeholders: each student's learning; our faculty colleagues' curricular purposes; and our institutions' different missions. His other interests include undergraduate learning-through-writing, developmental factors in learning, John Hawkes's fiction, value theory, applied ethics, and cross-cultural studies, especially Asian and western aesthetics.

SANDRA MURPHY is Professor and Director of the Center for Cooperative Research and Extension Services for Schools (CRESS) in the Division of Education at the University of California, Davis. She teaches graduate-level courses on the teaching of reading and writing and has taught high school English and freshman composition. She co-authored *Designing Writing Tasks for the Assessment of Writing* (with Leo Ruth) and *Writing Portfolios: A Bridge from*

Teaching to Assessment (with Mary Ann Smith) and has written several articles on the acquisition of literacy and the assessment of writing.

CHARLOTTE W. O'BRIEN is currently the Coordinator of Curriculum Services for the Missouri Department of Elementary and Secondary Education, where she is overseeing the development of curriculum frameworks in response to the Missouri (Show-Me) Standards. When her chapter for this collection was first drafted, she was the English/language arts supervisor for the department. In that capacity, she was responsible for the development of the Missouri Writing Assessment, an extended writing experience incorporating process writing in large-scale assessment. She has taught at elementary, secondary, undergraduate, and graduate levels and written articles for state and national publications.

PEARL R. PAULSON is the special education director for Gladstone School District in Oregon. Her interest in portfolios began when she was looking for ways to celebrate students' diversity as well as document their progress. Portfolios became a venue for studying the integration of learning, an interest she and her husband have long shared.

F. LEON PAULSON is an assessment specialist for the Multnomah Education District in Portland, Oregon. His primary interest is cognitive processes and their implications for instruction. Leon became interested in portfolios because the approach encourages students to develop their skills in self-assessment.

MARY PERRY has taught in both Louisiana and Texas, in middle and high schools, and served as a writing specialist for the Fort Worth Independent School District from 1988 to 1993. Currently residing in Austin, she consults with school district personnel about process writing, writing across the curriculum, portfolios, project-based instruction, performance tasks, and school-to-work transition.

THOMAS PHILION is Assistant Professor in the Department of English at the University of Illinois at Chicago and Assistant Director of the Secondary English Teacher Education Program. His publications consist of articles in *English Journal*, *Illinois English Bulletin*, and the NCTE collection *Focus on Reflecting and Connecting*. A former middle school teacher, he is involved in research and development projects, with urban educators, encompassing computers, collaborative learning, and reading pedagogy.

CYNTHIA L. SELFE serves as Professor of Composition and Communication and the Chair of the Humanities Department at Michigan Technological University. When she's not working on Michigan Tech business, Selfe serves as the current Program Chair for the CCCC (1997). She has also chaired the College Section of the NCTE and served as a founding member and Chair of that organization's Assembly of Computers in English. She has been a member of the Executive Committee of the CCCC, and the Committee on Computers

and Emerging Technologies for the MLA. Selfe is the founder and co-editor of *Computers and Composition: An International Journal for Teachers of Writing* with Gail Hawisher. Selfe and Hawisher also co-edit two book series: *Advances in Computers and Composition Studies* (with NCTE) and *New Directions in Computers and Composition Research* (with Ablex Publishing Corp.).

MARY ANN SMITH is Executive Director of the California Writing Project and Co-Director of the National Writing Project. Her publications about portfolios include *Writing Portfolios: A Bridge From Teaching To Assessment*, co-authored with Sandra Murphy, and *Teachers' Voices: Portfolios In The Classroom*, co-edited with Miriam Ylvisaker. A former middle and high school teacher and former Director of the Bay Area Writing Project, Mary Ann has worked with teachers throughout the National Writing Project.

SANDRA J. STONE is an Assistant Professor at Northern Arizona University where she specializes in literacy, early childhood, and multiage classrooms. She is author of the books *Playing: A Kid's Curriculum* (HarperCollins, 1993) and *Creating the Multiage Classroom* (HarperCollins, 1996). She is also the editor of "Teaching Strategies" for the journal *Childhood Education* and the Director of the National Multiage Institute. One of her areas of focus is working with primary teachers in developing and using authentic assessment tools for early literacy development.

PAMELA TAKAYOSHI is Assistant Professor and Director of Computer-Assisted Writing Instruction at the University of Louisville. She has published on technology and writing, in *Computers and Composition* and in their special issue focused on the electronic portfolio. With Kristine Blair, she is currently working on an edited collection of essays about gender and computers.

GREGORY A. WICKLIFF is Assistant Professor of English at The University of North Carolina at Charlotte where he teaches courses in technical communications and directs the development of the UNC Charlotte computer classrooms. His research interests include teaching writing with computers and the history of illustration in technical and scientific discourse. Most recently, he guest-edited a special issue of *Technical Communications Quarterly* focused on visual rhetoric.

ROBERT YAGELSKI is Assistant Professor of English at the State University of New York at Albany, where he teaches courses in writing; works in the Ph.D. program in Writing, Teaching and Criticism; and directs the Writing Center. He also works with teachers as Co-Director of the Capital District Writing Project. Before coming to SUNY-Albany, he taught in the English education program and in the graduate program in Rhetoric and Composition at Purdue University. His articles on teaching writing have appeared in *Computers and Composition*, *English Journal*, *Journal of Teaching Writing*, *Research in the Teaching of English*, *Rhetoric Review*, and *Radical Teacher*. His recent research focuses on literacy education and technology.