

## Contributors

**Virginia Crank** is Associate Professor of English, Director of the Writing Center, and Coordinator of Developmental Writing at the University of Wisconsin—La Crosse. She also chairs the University of Wisconsin System English Placement Test Development committee. She has published in *Teaching English in the Two-Year College*, *The Journal of Teaching Writing*, and the *Wisconsin English Journal*.

**Jenn Fishman** is Assistant Professor of English at Marquette University, where she teaches undergraduate and graduate courses in rhetoric and composition. She has published articles in *Composition Studies*, *Composition Forum*, and *College Composition and Communication*, as well as numerous edited collections. Her 2005 article in CCC, “Performing Writing, Performing Literacy,” received the Richard C. Braddock Award for Outstanding Article on Writing or the Teaching of Writing. In 2012, she served as guest editor of “The Turn to Performance,” a special issue of CCC *Online*, and she is currently the Principal Investigator of a Mellon-funded study of writing at Kenyon College.

**Jennifer Good** is an Associate Professor in the Department of Foundations, Technology, and Secondary Education and Director of Writing Across the Curriculum at Auburn University at Montgomery (AUM). She has also served in the following positions: AUM’s Director of Institutional Effectiveness; Coordinator of Assessment for the College of Education at Auburn University; and Director of the Auburn University Regional Inservice Center. She received her PhD in Educational Psychology, with a cognate in literacy studies, from Auburn University in 1998. Her areas of research include writing assessment, program evaluation, and tutor, teacher and faculty professional development.

**J Paul Johnson** is Professor of English at Winona State University, where he teaches courses in writing, film, and literature. His essays on composition appear in *Thought and Action*, *Kairos*, *Kansas and English*, and *Practice in Context* (NCTE, 2002), and he has presented papers at a variety of regional, national, and international conferences. With Jeff Galin and Carol Haviland, he is co-editor of *Teaching/ Writing in the Late*

*Age of Print* (Creskill, NJ: Hampton, 2003). Johnson lives in Onalaska, Wisconsin with his family.

**Ethan Krase** is Chairperson of the Department of English at Winona State University, where he teaches courses in linguistics and rhetoric and composition. His research interests center on TESOL, rhetoric and composition, and intersections between language, sociolinguistic interaction, and the politics of access in academic contexts. With J Paul Johnson he is co-author of *Theory and Practice for Writing Tutors* (Englewood Cliffs: Prentice Hall, 2009). He lives in Winona, Minnesota, with his family.

**Joan Mullin**, Professor English at Illinois State University, has published widely on writing centers, WAC, and the intersections of the visual and alphabetical. Her co-authored *Who Owns This Text*, is a comparison of disciplinary understandings of ownership, plagiarism, and citation; she extends that research in her current international work on multilingual students' writing strategies, the consequences of exporting US theories of composition, and the necessity of including non-US traditions of writing and Englishes to create translingual infused writing studies. The REX database project reflects her interest in promoting exchanges and collaborations through research innovation.

**Alexandria Peary** has published articles on topics including composition-creative writing history, WAC, and the extracurriculum in *College Composition and Communication*, *Rhetoric Review*, *J.A.E.P.L.*, and *Teaching Sociology*. She is the author of two books of poetry, *Fall Foliage Called Bathers & Dancers* and *Lid to the Shadow* and also of the mindful writing blog, *Your Ability to Write is Always Present* (<http://alexandriapeary.blogspot.com>). She is First-Year Writing Coordinator and an Associate Professor in the English Department at Salem State University where she teaches courses in writing and composition theory.

**Mya Poe** is Assistant Professor of English at Penn State University. Her research focuses on writing in the disciplines, writing assessment, and racial identity. Her publications include *Learning to Communicate in Science and Engineering: Case Studies From MIT* (MIT Press, 2010), which one the CCCC 2012 Advancement of Knowledge Award, *Race and Writing Assessment* (Peter Lang, 2012), as well as articles in *CCC* and *JBTC*. Along with Tom Deans, she is editor of the Oxford Short Guides to Writing in the Disciplines. She is currently working on a book entitled *The Consequences of Writing Assessment: Race, Multilingualism, and Fairness*.

**Carol Rutz** directs the writing program at Carleton College, which involves teaching writing, working with WAC faculty, and administering a sophomore writing assessment. Research interests include response to student writing, writing assessment, and assessment of faculty development.