

Contributors

Sarah N. Bryant is a mathematician by training and is currently Project Manager for an NSF ADVANCE grant “STEM-UP PA: University Partnership for the Advancement of Academic Women in Pennsylvania” and has extensive work in the area of retention and advancement issues of academic women in STEM disciplines. She has presented at the International Writing Across the Curriculum Conference and has an article with Jennifer Schaefer entitled “Becoming Successful Proof-Writers Through Peer Review, Journals, and Portfolios” that is part of a volume currently under review by the Mathematics Association of America.

Daniel Cole is Assistant Professor of Writing Studies and Composition at Hofstra University, where he has also served as WAC Director. He often teaches Writing in the Disciplines, first-year composition for engineering majors, and writing against power and oppression. His research involves both writing pedagogy and Native American rhetoric. His work has appeared in *College Composition and Communication* and *Rhetoric Review*.

Heidi Skurat Harris is Assistant Professor of Rhetoric and Writing at the University of Arkansas at Little Rock. She specializes in online pedagogy. Prior to coming to UALR, she served as the Coordinator of Innovative Teaching Initiatives at Eastern Oregon University, where she was an associate professor. She is currently a board member of the College Composition and Communication Online Writing Instruction Effective Practices Committee, and she is an editor for the Online Open Resource for that group. She has publications in online pedagogy, critical pedagogy, and creative nonfiction.

Jacob Harris is the Media Specialist for the Pulaski Academy Library System in Little Rock, Arkansas. Prior to moving to Pulaski Academy, he was an instructor in Religious Studies at Eastern Oregon University, where he also taught in and facilitated the CORE program for at-risk students. He has taught online for eight years and specializes in using using the affective domain to reach students who might struggle with content in the classroom. He has an MLS from Indiana University and an MA in Religious Studies from Missouri State University.

Barrie E. Harvey is Visiting Assistant Professor of English at the University of Cincinnati, Blue Ash College. She teaches first-year composition courses that focus on writing about writing and discourse analysis. As part of her work with the Literacy Design Collaborative, she has recently been involved in developing materials, including writing assignments and activities, that high school instructors across disciplines can use to help make their students college-ready while still adhering to the Common Core State Standards.

Nancy Knowles is Professor of English/Writing and Director of the Oregon Writing Project at Eastern Oregon University. While principally a literary scholar focusing on early 20th century British and women's literature, she has published articles on teaching with technology in Oxford University Press's journal *Literary and Linguistic Computing* and also in the anthology *Electronic Collaboration in the Humanities* from Lawrence Erlbaum. Current research interests include dual enrollment, college-level literature instruction, and access to college success for underprepared students, and she recently presented a paper on pacifism in literature at West Point Military Academy.

Noreen Lape is Associate Provost of Academic Affairs and Director of the Writing Program at Dickinson College. As director, she has developed a Writing Associates (Fellows) Program and transformed a well-established English writing center into a multilingual writing center that offers writing tutoring in eleven languages. In addition, she administers the college's WAC/WID program and coordinates a writing-focused faculty development program. Her research interests include training tutors in emotional intelligence, using writing as a wellness practice, and designing pedagogy for a multilingual writing center. Her writing studies research has appeared in *Writing Lab Newsletter*, *Praxis: A Writing Center Journal*, and in the edited collection *Wellness and Writing Connections*.

Tawnya Lubbes is Assistant Professor and the English for Speakers of Other Languages Program Coordinator in the College of Education at Eastern Oregon University. She is also the director of the Center for Culturally Responsive Practices. She specializes in ESOL, Spanish, diversity, and online pedagogy. Prior to coming to EOU she taught ESOL and Spanish in Idaho for ten years. She has been actively contributing to field research on the topics of culturally responsive pedagogy, teacher identity development, and ESOL best practices and online pedagogy. Her current research centers on the stages of rural pre-service teacher identity development and how teacher identity influences the integration of culturally responsive pedagogy in K-12 classrooms.

Dan Melzer is the University Reading and Writing Coordinator at California State University Sacramento, where he coordinates the Writing Center and the WAC program and teaches composition courses. He is the author of the book *Assignments across the Curriculum* and the textbook *Exploring College Writing* and the co-author of the textbook *Everything's a Text*. His work has appeared in *College Composition and Communication*, *WPA: Writing Program Administration*, *Kairos*, and the *WAC Journal*.

Mya Poe is Assistant Professor of English at Northeastern University. Her research focuses on writing assessment, diversity, and writing in the disciplines. She is co-author of *Learning to Communicate in Science and Engineering: Case Studies From MIT*, which won the CCCC 2012 Advancement of Knowledge Award, and co-editor of *Race and Writing Assessment*, which won the 2014 CCCC Outstanding Book of the Year in the Edited Collection category. She is currently working on a book about the effects of writing assessment on diverse students and is series co-editor of the *Oxford Short Guides to Writing in the Disciplines*.

Carol Rutz directs the writing program at Carleton College in Northfield, Minnesota. Her work involves teaching writing courses for several departments and working with WAC faculty on assessment and faculty development. Recent research has involved seeking evidence that faculty development programs affect student learning as well as the teaching practices of individual faculty.

Jennifer B. Schaefer is Associate Professor of Mathematics at Dickinson College. In addition to the mathematical areas of algebraic group theory, symmetric spaces, and representation theory, her research interests include writing in the discipline. She has attended and presented at the International Writing Across the Curriculum Conference and has an article with Sarah Bryant entitled "Becoming Successful Proof-Writers Through Peer Review, Journals, and Portfolios" that is part of a volume currently under review by the Mathematics Association of America.

Laura Wilder is an associate professor of English at the University at Albany, SUNY. Her research on writing in the disciplines has appeared in *Rhetoric Review*, *Written Communication* and, with Joanna Wolfe, in *Research in the Teaching of English*. She and Joanna Wolfe have an introductory textbook on the rhetorical strategies of literary analysis forthcoming from Bedford/St. Martin's. Her *Rhetorical Strategies and Genre Conventions in Literary Studies: Teaching and Writing in the Disciplines* (SIUP, 2012) received the 2014 CCCC Research Impact Award.

Joanna Wolfe is Teaching Professor and Director of the Global Communication Center at Carnegie Mellon University. She is author of the textbook *Team Writing*:

A Guide to Working in Groups and (with Laura Wilder) of the forthcoming *Digging into Literature: Strategies for Analytic Reading and Writing*, both from Bedford-St. Martins.

Terry Myers Zawacki is Associate Professor Emerita of English and Director Emerita of Writing Across the Curriculum at George Mason University. Her publications include the co-authored *Engaged Writers and Dynamic Disciplines: Research on the Academic Writing Life* and the co-edited collections *WAC and Second Language Writers: Research towards Linguistically and Culturally Inclusive Programs and Practices* and *Writing Across the Curriculum: A Critical Sourcebook* as well as articles on varied WAC/WID, writing center, and writing assessment topics. She is lead editor of the International Exchanges on the Study of Writing series on the WAC Clearinghouse and also serves on the editorial board.