

Contributors

Daniele Bascelli is the Mellon Multimedia Project Coordinator at Spelman College. He develops training programs for faculty and students in the use of computer hardware and software, administers the Macintosh computer classroom and labs, and acts as the LAN administrator and Web manager for this area. He is currently ABD in Comparative Literature at SUNY–Binghamton, and his research includes European Romanticism and Nationalism. He has previously taught English at Algonquin College in Nepean, Ontario, and the Istituto Britannica in Perugia, Italy.

Michael Bertsch teaches composition at Butte College and at Shasta College, both in northern California where he lives with his wife, son, and dog. He has taught combinations of distance education classes which include the use of MOO platforms. He has also taught distance education classes using two-way video, and phones, and combinations of e-mail and snail mail. In addition, he has for three years brought the Chico Upward Bound classes to the Internet, resulting in two sets of collaborative documents to be found at <http://csucub.csuchico.edu/>.

Scott A. Chadwick (chadwics@iastate.edu) is Assistant Professor in the Department of Journalism and Mass Communication at Iowa State University. He teaches organizational communication, quantitative research methods, and communication theory. His research focuses on the use of computer-supported communication to solve organizational problems. His recent work has been published in *Technology Studies*.

MaryAnn Krajnik Crawford (mary.ann.crawford@cmich.edu) is Assistant Professor of English at Central Michigan University. She teaches courses in composition, the nature of language, and applied linguistics. Her research and writing focus on issues in oral, written, and electronic text analysis, particularly the intertextual and functional uses of discourse and power. Recent work and publications include *Other Voices, Other Worlds: Reported Speech and Quotations as Social Interaction*, “The Portfolio Project: Sharing Stories,” and “Constructing Identities, Implementing Change: A Study of Stories, Texts, and Learning in an Interdisciplinary Arts and Humanities Course.”

Gail Summerskill Cummins is Director of the Writing Center and Director of Writing Across the Curriculum at the University of Kentucky. An assistant professor in English, she teaches courses on writing, tutoring, and teaching composition and writes about these topics. An advocate of service learning, she is involved in a variety of technological literacy exchanges between the University of Kentucky and the Kentucky public schools. She is also President of the East Central Writing Center Association, co-founder of the Kentucky Writing Center Association, and founder of the Appalachian Partnership of Peer Tutors.

Jon Dorbolo (dorboloj@ucs.orst.edu) is Distributed Learning Developer for the Communication Media Center at Oregon State University. His academic specialties are in ethics, epistemology, and educational philosophy. He has developed online courses and resources since 1993 and managed several grant projects, including InterQuest SUITE from which the QuestWriter™ distributed course management system was produced. Jon teaches “EdWeb” seminars to faculty on the pedagogy of online teaching. He is the editor of the *American Philosophical Association Philosophy and Computers Newsletter* and was 1996 Oregon Multimedia Educator of the Year.

Joe Essid (jessid@richmond.edu) directs the Writing Center at the University of Richmond, where he also teaches composition, composition theory, and the first-year interdisciplinary Core course. He has published in *Research and Teaching in Developmental Education* and *Kairos* and has presented papers at CCCC, Computers and Writing, and the national WAC conference. In 1995 he joined the Epiphany Project and taught one of the initial six Epiphany courses. His research and teaching interests focus on the networked writing classroom, the role of technology in training peer tutors, and the history of technology.

Maryanne Felter taught at Temple University and the American School of The Hague, the Netherlands, and she is now Associate Professor of English at Cayuga Community College. She has published a textbook on composition, *Reason to Write*, as well as articles in *Eire-Ireland*, *The Journal of Irish Literature*, *The Dictionary of Irish Literature*, and *A Casebook of Irish Studies*. She has also given workshops in the use of computer technology in composition and the liberal arts.

Katherine M. Fischer (kfischer@keller.clarke.edu) 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. She has published articles about teaching writing and literature, most recently, using computer technology. She also has had poetry published in various small presses and journals. Currently, she is enrolled in MFA studies at Goddard College in Vermont. As often as possible, however, she escapes to go creek-stomping or sloughing along the backwaters of the Mississippi.

Kathleen Geissler, Associate Professor of English and American Thought and Language at Michigan State University, is Associate Director of the Center for Integrative Studies in the Arts and Humanities, where she is a director of the interdisciplinary undergraduate course that focuses on the diversities of American experience. For that course, she has recently co-authored a CD-ROM titled *Immigration and Migration*. She is co-editor of two forthcoming anthologies, *Doing Feminisms: Teaching and Research in the Academy* and *Valuing Diversity: Race, Class, and Gender in Composition Research*, and is currently revising a book on women’s literacy in nineteenth-century America.

Paula Gillespie directs the Ott Memorial Writing Center and teaches in the English Department of Marquette University. She publishes in James Joyce studies, writing centers, and pedagogy. She has been active in Marquette’s Writing-Across-the-Curriculum program and has sponsored and led workshops for faculty and teaching assistants. Currently she is co-editing a collection on writing center research and co-authoring a book on criticism of James Joyce’s *Ulysses*.

Randall S. Hansen (rhansen@stetson.edu) of the Stetson University Marketing Department has been published in several journals and is co-author of two books, *Dynamic Cover Letters* and *Write Your Way to a Higher GPA*, both published by Ten Speed Press. Besides being an innovator with his varied marketing courses, he is dedicated to communications (verbal and written) and technology and is currently in the process of putting all his course material onto the Internet.

Since 1992, **Gary L. Hardcastle** (garyh@vt.edu) has been Assistant Professor at Virginia Polytechnic Institute and State University, jointly appointed in the Department of Philosophy and the Center for the Study of Science in Society. His research interests are in contemporary theory of knowledge, especially reliabilism, and in the history of the philosophy of science, particularly the history of the philosophy of science in America in the 1930s and 1940s. His publications include "S.S. Stevens and the Origins of Operationism" (*Philosophy of Science*, 1994) and "What Horwich's Minimal Theory of Truth Does Not Explain" (*Southern Journal of Philosophy*, 1996).

Valerie Gray Hardcastle is currently Assistant Professor at Virginia Polytechnic Institute and State University in the Department of Philosophy. Her research and teaching interests are in philosophy of mind, philosophy of psychology, neurophilosophy, and cognitive science. Recent publications include *Locating Consciousness* (1995) and *How to Build a Theory in Cognitive Science* (1996).

Muriel Harris (harrism@omni.cc.purdue.edu), Professor of English and Director of the Writing Lab at Purdue University, founded and continues to edit the *Writing Lab Newsletter*. She authored *Teaching One-to-One: The Writing Conference* and *The Prentice Hall Reference Guide to Grammar and Usage* (3rd edition), and her published articles, book chapters, and conference presentations focus on writing center theory and practice, conferencing one-to-one with students, collaboration, OWLs (Online Writing Labs), and individualized instruction in writing.

Gail E. Hawisher (hawisher@uiuc.edu) is Professor of English and Director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign. With Cynthia L. Selfe, she is also editor of *Computers and Composition: An International Journal for Teachers of Writing*, *Critical Perspectives on Computers and Composition Instruction* (1989), *Evolving Perspectives on Computers and Composition Studies: Questions for the 1990s* (1991), and *Literacy, Technology, and Society: Confronting the Issues* (1997). Her current research with Patricia Sullivan explores the many online lives of academic women. In addition, she is co-author (with Paul LeBlanc, Charles Moran, and Selfe) of *Computers and the Teaching of Writing in American Higher Education, 1979-1994: A History* (1995).

Dona J. Hickey (dhickey@richmond.edu) is Associate Professor of English at the University of Richmond, where she is Director of Composition and WAC and teaches rhetoric/composition and American Literature. Her publications include *Developing a Written Voice* (1993) and *Figures of Thought* (forthcoming). She is a member of the national Epiphany Project leaders' team and has assisted in the development of Epiphany faculty seminars and materials. Her research and teaching interests are in rhetoric/composition, American literature, and the use of technology.

Mary E. Hocks directs the Comprehensive Writing Program at Spelman College, where she advises faculty on writing across the curriculum. She also teaches professional writing courses in the English department. She is the co-director, with Anne Balsamo, of *Women of the World Talk Back*, a multimedia exhibit that they originally designed for the Fourth World Conference on Women in Beijing, China, in 1995. Her research is on hypertext theory, multimedia development, and writing in multimedia environments. As principal investigator of a Mellon Foundation Grant, her work now involves developing training programs for faculty in writing across the curriculum using multimedia and writing technologies.

M. Rini Hughes (hughesm2@pilot.msu.edu) is a Ph.D. student in the Department of American Studies at Michigan State University. Her research interests center on popular culture representations of family life in the United States from the Civil War era to the present. She teaches humanities and writing courses and recently completed a project with public school teachers developing materials for writing across the curriculum.

Bill Karis (karis@heron.tc.clarkson.edu) is Associate Professor and Chair of the Department of Technical Communications at Clarkson University. He has published articles in *Rhetoric Review*, *the Journal of Business and Technical Communication*, *Technical Communication*, *IEEE Transactions on Professional Communication*, and *Technical Communication Quarterly (TCQ)*. He is co-editor of *Collaborative Writing in Industry: Investigations in Theory and Practice*, which won an NCTE Award for Excellence in Scientific and Technical Writing in 1993. He is co-editor, with M. Jimmie Killingsworth, of the winter 1997 special issue of *TCQ* focusing on environmental discourse.

Kate Kiefer (kkiefer@vines.colostate.edu) is Professor of English at Colorado State University. Her research interests include writing across the curriculum, computers and composition, and applications of chaos theory to composition studies. Her work has appeared in various NCTE compilations and journals, including *Research in the Teaching of English*, and Kate was a founding co-editor of *Computers and Composition*. In addition to writing three composition textbooks, Kate is completing *Transitions: Teaching Writing in Computer-Supported and Traditional Classrooms* with Mike Palmquist, Jake Hartvigsen, and Barbara Godlew.

Deborah M. Langsam is Associate Professor of Biology at the University of North Carolina at Charlotte. A winner of the NCNB Award for Teaching Excellence, she teaches introductory biology for non-science majors as well as courses in mycology and botany. She is currently working on the development of computer-based interactive lab manuals and CD-ROM study guides for introductory and plant biology courses. She has been an active participant in the American Association of Higher Education's Peer Review of Teaching Project and is interested in the use of portfolios for faculty development and the documentation of teaching effectiveness. She speaks nationally on these topics and facilitates workshops for faculty interested in peer review of teaching.

Dennis A. Lynch is Assistant Professor of Rhetoric and Director of the Writing Programs in the Humanities Department at Michigan Technological University. He has published in *College Composition and Communication*, *Rhetoric Review*, and *Issues in Applied Linguistics*. His research interests include the teaching of argumentative writing, issues of power and pedagogy, and postmodern challenges to modern rhetorical theory.

Jeffrey Miller is Assistant Professor in the Department of English and Journalism at Augustana College (South Dakota). His dissertation, *Something Completely Different: British Television and American Culture, 1960–1980*, addresses the clash between paradigms of direct effects (transmission) and active audience (ritual-reception) and concomitant issues of hegemony by examining the ways in which domestic American audiences made sense of imported British television texts during the years in question. Formerly a lecturer at the University of Gothenburg in Sweden, he has also presented and published essays on music videos, action-adventure series, the novels of HD, and European reception of the work of Emily Dickinson.

Mike Palmquist (mpalmquist@vines.colostate.edu) is Associate Professor of English at Colorado State University, where he directs the Composition Program and co-directs the Center for Research on Writing and Communication Technologies. His research interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and the use of hypertext/hypermedia in instructional settings. His work has appeared in *Computers and Composition*, *Written Communication*, *IEEE Transactions on Professional Communication*, *Journal of Engineering Education*, *Kairos*, *Council of College Teachers of English Studies*, and *Social Forces*, as well as in edited collections. He is co-author, with Kate Kiefer, Jake Hartvigsen, and Barbara Godlew, of *Transitions: Teaching Writing in Computer-Supported and Traditional Classrooms*, forthcoming from Ablex.

Michael A. Pemberton (michaelp@uiuc.edu) is Assistant Professor of English and Associate Director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign, where he also serves as Director of the campus writing center and Director of Outreach Programs. He has published articles in *College Composition and Communication*, *The Writing Instructor*, *Research and Teaching in Developmental Education*, *Writing Lab Newsletter*, *Computers and Composition*, and the *Writing Center Journal*. A founding co-editor of the journal *Language and Learning Across the Disciplines*, he is also editor of the *IATE Bulletin* and Vice President of the National Writing Centers Association. His regular column on “Writing Center Ethics” in the *Writing Lab Newsletter* was awarded the Outstanding Scholarship Award from the National Writing Center Association in 1994.

Margaret Portillo is Associate Professor of Interior Design at the University of Kentucky. She teaches courses in color theory, and design communications, and a graduate seminar on creativity. She has authored articles on pedagogy, color, and design and has presented papers on this topic nationally and internationally. She has been recognized for her involvement in the Interior Design Educators Council and serves on the editorial review board of the *Journal of Interior Design*.

Teresa M. Redd, a former writer-editor for Time-Life Books, is Associate Professor of English and Director of Writing Across the Curriculum at Howard University. She has published articles about audience, stylistics, readability, and African American rhetoric in *CEA-MAG Journal*, *Research in the Teaching of English*, and *Written Communication*. In addition, she has contributed a chapter on African American stylistics to *Composing Social Identity in Written Communication* and edited *Revelations: An Anthology of Expository Essays by and about Blacks*. Currently, she serves on the editorial board of *Written Communication* and the Executive Committee of the Conference on College Composition and Communication (CCCC).

Peter M. Saunders is Associate Professor of Business at Lehigh University and a consultant and trainer for corporations and institutions in the United States and Canada. He also is Director of the Philip Rauch Center for Business Communications and oversees the College's Writing Requirement Program and Writing Clinic. He specializes in written communication, case and simulation development, and usability testing and document design. His publications include *Strategy: Writing at Work* (1992) and he co-authored *A Catalogue of Resource Materials for Teaching Accounting Students Communication Skills* (1995), prepared for the Federation of Schools of Accountancy.

Daniel F. Schultz has been Professor of Behavioral Sciences at Cayuga Community College since 1965. He has taught in Tanzania, East Africa, as well as having served as resident and member of the Skaneateles School Board from 1978 to 1993, President of Associated Community College Faculties from 1969 to 1973, and a member of New York State School Boards Association from 1986 to 1993. He is the author of several articles on community college funding, collective bargaining, and legislation. Currently, he is giving workshops on Computers and Classroom Applications, and Technology in Education. His current interests are in curricular revision in the social sciences and the use of computers both as a research tool and as a teaching strategy.

Stuart A. Selber (selber@ttu.edu) is Assistant Professor in the Technical Communication and Rhetoric program at Texas Tech University, where he works among an active group of computers and writing scholars and teachers in the Department of English. His work has appeared in *Nonacademic Writing: Social Theory and Technology*, *Electronic Literacies in the Workplace: Technologies of Writing*, *The Computer Science and Engineering Handbook*, *the Journal of Computer Documentation*, *Technical Communication Quarterly*, and numerous other books and journals, including his edited collection *Computers and Technical Communication: Pedagogical and Programmatic Perspectives* (1997). Selber has received publication awards from the National Council of Teachers of English and Computers and Composition.

Cynthia L. Selfe is Professor of Composition and Communication and Chair of the Humanities Department at Michigan Technological University. She is also Associate Chair of the Conference on College Composition and Communication. She is the founder and co-editor of *Computers and Composition: An International Journal for Teachers of Writing* with Gail Hawisher. The author of numerous books, journal articles, and book chapters on computer use in composition classrooms, she is the first woman and the first teacher of English composition to have won the EDUCOM Medal for innovation in teaching with technology in higher education.

Linda K. Shamoan (shamoan@uriacc.uri.edu) is Professor of English, Director of the College Writing Program, and Director of the Faculty Institute on Writing at the University of Rhode Island. She has published articles on the research paper, writing across the curriculum, the place of rhetoric in composition programs, and writing-center practices. In addition to supporting the International E-mail Debate project at the University of Rhode Island, she is a Teaching and Technology Fellow at the University of Rhode Island and is a founding member of the Electronic Democracy Project, a national intercollegiate initiative on preparing students for citizenship in an electronic democracy.

Michael B. Strickland came to Guilford College in 1992. As Assistant Professor of English with a background in rhetoric and composition, he teaches many writing courses, from Basic Writing to Technical and Professional Communications, as well as courses in modern and contemporary American literature. He also teaches courses that cross many traditional disciplinary boundaries, such as a course on the works of paleontologist and science writer Stephen Jay Gould and a first-year seminar course called *The Environmental Effects of Development*. He uses computers and the Internet in all his courses.

Todd Taylor served as the Coordinator of Computers and Writing at the University of South Florida in Tampa from 1993 to 1996. He is currently Assistant Professor of English at the University of North Carolina at Chapel Hill. He recently co-edited, with Gary A. Olson, *Publishing in Rhetoric and Composition* (1997). He has just completed work, with Janice Walker, on *The Columbia Guide to Online Style*.

Carol F. Venable (carol.venable@sdsu.edu) is Associate Professor in the School of Accountancy at San Diego State University. In 1997, The Center for Educational Technology in Accounting presented her with its Annual Educational Technology Award for her design and implementation of a collaborative learning technology classroom. She has taught auditing, accounting systems, taxation, professional ethics, and communication for accountants. She also has developed self-paced laboratory courses and online computer tutorials. She has published in the areas of accounting, taxation, and accounting pedagogy, and she has given presentations on critical thinking. Current interests include collaborative learning, the use of technology to enhance the learning process, and interdisciplinary applications.

Gretchen N. Vik (gretchen.vik@sdsu.edu), Professor in the Information and Decision Systems Department, has taught business communication at San Diego State University since 1975. An active member of the Association for Business Communication (and President in 1990), she has written three business communication texts for Richard D. Irwin. Since 1980, she has worked with the accounting reports class she developed within the College of Business Administration at SDSU as part of the California State University systemwide graduation writing proficiency requirement. Her current interests include e-mail format, company policies, and legal issues; application of plain English laws for consumers; and effective communication of technical and financial information.

Margit Misangyi Watts (watts@hawaii.edu) has spent the last six years exploring educational philosophy, restructuring undergraduate education at the University of Ha-

waii at Manoa, learning about the possibilities afforded by new technologies, and speaking about her findings around the country. She directs First Year Experience programs at UH, is an administrator of one virtual community, Walden 3 (a MOO-MUD), works closely with the Hawaii Department of Education in trying to blend K-16 education into a seamless entity, and is editing both a book and a series on education and technology. She describes herself as “continually tweaking the traditional modes until the fields shift,” a change architect.

Robert M. Whitnell (whitnellrm@rascal.guilford.edu) has been in the Chemistry Department at Guilford College since 1994. From 1988 to 1994, he was a research associate with Professor Kent Wilson in the Department of Chemistry at the University of California, San Diego, where he discovered the power of computer visualization both in understanding the results of his computer simulations of chemical reactions and in educating his colleagues and students. Toward the end of 1993, he happened upon the Web and quickly saw the importance of this medium for scientific communication. This discovery led to the construction of the Wilson group Web site, (<http://www-wilson.ucsd.edu>), one of the first by any research group in chemistry, and eventually to the construction of the Guilford College Web site (<http://www.guilford.edu>). He teaches general and physical chemistry and chairs the college’s Computer Advisory Committee.

Robert Wolffe taught elementary school grades 2-5 for fourteen years in the Cincinnati area, where he was also a department chair for Math, Science, and Social Studies. For the past seven years, first at Hanover College and now at Bradley University in Peoria, Illinois, he has worked in teacher preparation with a focus on Math and Science Education and the use of technologies. Areas of scholarly interest include constructivist theory, implications of brain-based research to learning and teaching, and instructional approaches affecting student attitudes.

Kathleen Blake Yancey is Associate Professor of English at University of North Carolina at Charlotte, where she teaches undergraduate and graduate courses in writing, in methods of teaching and tutoring, and in writing assessment and rhetorical theory. She edited *Portfolios in the Writing Classroom* (1992) and co-edited *Situating Portfolios* (1997) and *Assessing Writing Across the Curriculum* (1997), and she co-founded and co-edits the journal *Assessing Writing*. She also guest edited the 1996 special issue of *Computers and Composition* focused on the electronic portfolio. Yancey’s current book-length project is tentatively titled *A Rhetoric of Reflection*, due to be published in 1998.

Donald E. Zimmerman, Professor in the Technical Journalism Department at Colorado State University, co-directs the Center for Research on Writing and Communication Technologies. His research focuses on information design, Web page design, hypertext design, professional communication, professional communication instruction, and usability testing.