

## Contributors

**Anne Becker** is a special instructor and the coordinator for journalism and communication internships at Oakland University. She has taught freshman composition at OU since 1981, and supervised the internship program since 1984. She also teaches an introductory public relations course. Her classroom and research interests focus on problem-solving approaches to writing; she is also interested in how computer technology impacts writing instruction. Another area of interest involves non-profit public relations activities, especially publications editing and design. Her postsecondary degrees include a BA in English from the University of Michigan and an MA in English from Oakland University.

**Cathleen Breidenbach** (BA in English-University of Michigan, MA in English-Oakland University, completed PhD coursework in English and Composition Studies-Wayne State University) has taught writing courses at Oakland University for fourteen years, testing over those years ways to communicate to students that the time-consuming process of composition is not only an art but a logical and cyclical series of decisions, trial runs, re-decisions, and re-trials they can learn to do and do well.

**David Stephen Calonne** has taught composition and literature courses at the University level for twenty-one years and has published three books and many articles. He has a BA in Ancient Greek from the University of California at Los Angeles and a PhD in English from the University of Texas at Austin. In graduate school at Texas, he studied the history of Rhetoric with James Kinneavy and literary theory with Gayatri Chakravorty Spivak. His training in traditional humanistic disciplines as well as modern theoretical approaches informs his teaching of writing. His particular interest in the teaching of writing lies in engaging students with deep reading and thinking. Calonne has published *William Saroyan: My Real Work is Being* (Chapel Hill and London: University of North Carolina Press, 1983); *The Colossus of Armenia: G.I. Gurdjieff and Henry Miller* (Ann Arbor, MI: Roger Jackson, 1997); and *Charles Bukowski: Sunlight Here I Am/Interviews and Encounters 1963–1993* (Northville, MI: Sundog Press, 2003).

**Douglas Eymann**, Senior Editor of *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, is currently pursuing graduate studies in the Professional Writing and Digital Rhetoric Program at Michigan State University. He has served on the board of directors of the Alliance for Computers and Writing

and as a member of NCTE's Instructional Technology Committee; he is currently a member of the CCCC Committee on Computers in Composition and Communication. Douglas has also served as the Web Manager for Teaching English in the Two Year College online and taught online courses for the Graduate Center at Marlboro College and the Community College of Southern Nevada.

**Catherine Haar** received her doctorate in English from the University of Maryland in 1994, with a dissertation on the narrative art of six Old English long religious poems. She has taught composition at Oakland University in Rochester Hills, Michigan, since 1987, and before that at colleges in Maryland. She regularly teaches Basic Writing, Composition I, and Composition II, and occasionally has taught College Reading and an upper-level course, Writing for Human Services Professionals. In Composition II, she's offered themed courses on issues in higher education and concepts of adventure. She writes book reviews for a College Board web site, AP Central, she's presented papers at the Conference on College Composition and Communication, and she's co-authored a program handbook for a local community college.

**Alice Horning** directs the Rhetoric Program at Oakland University and is a professor of Rhetoric and Linguistics. Her research interests focus on the nature of readable text from theoretical and practical perspectives. On the theoretical side, she is chiefly interested in the psycholinguistic aspects of text processing and those features of text form and structure that facilitate readability. On the practical side, she is interested in how readers and writers meet effectively in text. She has published several books on the nature of texts and on human literacy, including, most recently, *Revision Revisited* (Hampton Press, 2002).

**Kasia Kietlinska**, who was born and raised in Poland, got her MA degree in English Language and Literature at the University of Gdansk, Poland, in 1978. She worked as an assistant professor at the University of Gdansk and as an ESL teacher, interpreter, and press liaison for the Solidarity Trade Union until she came to the U.S. as a political refugee in 1983. She completed her graduate work at the University of Michigan, in Ann Arbor (ABD in English Language and Literature) in 1988. Since 1989, Kasia has worked as a rhetoric instructor at Oakland University, teaching a variety of composition courses.

**Robert Lamphear** earned his Bachelor of Arts degree in English from Wayne State University, where he began his graduate study and was able to begin teaching composition on a fellowship. Due to life changes, including the

birth of his youngest daughter, he completed his Master of Arts in English at Oakland University. After teaching at Oakland Community College for several years, concurrent with a career in Information Technology, he obtained a position with Oakland University teaching rhetoric. Robert recently earned his second Master of Arts degree in Humanities, which he teaches at Oakland Community College and Baker College. Currently, he attends Oakland University to pursue a third MA in linguistics with a focus on TESL.

**Catherine McQueen** received her B.S. from the University of Michigan, and her MA from Oakland University, and currently is teaching the Rhetoric sequence at Oakland University. She has authored in-house publications for Oakland Community College which were designed to assist ESL students with comprehension issues in specific coursework. Her ongoing research focuses on the nuances of language and how these impact both the author and reader in terms of basic comprehension along with other, more subtle concerns including readability, impact and imagery.

**Colleen A. Reilly** is an assistant professor of English at the University of North Carolina Wilmington. Her teaching and research interests include professional writing, writing and technology, distance learning, writing about science, electronic publication, citation analysis, and gender, sexuality, and technology.

**Jeanie Robertson** teaches composition, reading, and study skills with primary focus on Basic Writing and Composition I and II courses. She has taught composition courses for eighteen years at various colleges and universities (currently full time at Oakland University in Rochester, Michigan) where she encourages students to explore new ideas and ways to communicate them. Her research interest includes classroom observations on how reading and writing interact and influence effective communication. She has a BA and a MA in English from Oakland University.

**Carol Trupiano** received a BA and MA in English from Wayne State University. She has been teaching composition for four years. For ten years she was the Assistant Coordinator of the Writing Fellows Program at Macomb Community College where she trained students in the methods of peer tutoring. During this time she developed a particular interest in the impact the training had on the peer tutor's own writing. Through her association with the Writing Fellows Program, she participated in outreach programs with high schools and created a training manual for high school teachers and students who want to develop a tutoring program that promotes writing across the curriculum through the use of peer tutors.