



## CONTRIBUTORS

**William Condon** is director of Campus Writing Programs—Writing Assessment, Writing Across the Curriculum, and the Writing Center—at Washington State University. He is co-author of *Writing the Information Superhighway* (with Wayne Butler) and *Assessing the Portfolio: Principles for Theory, Practice, and Research* (with Liz Hamp-Lyons). Condon has also published several articles on writing assessment, program evaluation, and computers and writing.

**Ann M. Johns** is professor of linguistics and writing studies at San Diego State University and director of the Center for Teaching and Learning. She has published widely on ESL and novice student reading and writing, including a volume entitled *Text, Role, and Context: Developing Academic Literacies*.

**David A. Jolliffe** is professor of English and director of the First-Year Program at DePaul University in Chicago. He regularly teaches courses in cooperation with DePaul's Center for Community-Based Service Learning.

**Elaine P. Maimon** is chief executive officer and professor of English at Arizona State University West. In the early 1970s, she initiated and then directed the Beaver College writing-across-the-curriculum program, one of the first WAC programs in the nation. She was a founding Executive Board member of the National Council of Writing Program Administrators (WPA). She has co-authored three books and directed national institutes (sponsored by the National Endowment for the Humanities) to improve the teaching of writing. Maimon's current project is a spiral-bound first-year composition handbook, co-authored with Janice Peritz, forthcoming in 2002.

**Joan A. Mullin**, associate professor of English and director of WAC and the Writing Center at the University of Toledo, started both programs in 1987. She publishes in various journals across the disciplines. Her co-edited collection, *Intersections: Theory-Practice in the Writing Center*, won the 1994 National Writing Center Association Award for Outstanding Scholarship, and the co-authored

## Contributors

book, *ARTiculating: Teaching Writing in a Visual Culture*, indicates her current research interest in visual literacy across the curriculum. Past president of the National Writing Centers Association, she co-edits the *Writing Center Journal*.

**Donna Reiss** is coordinator of online learning at Tidewater Community College (Virginia), where she teaches computer-enhanced and Web-based writing, literature, and humanities. Recent presentations and workshops focus on electronic communication throughout the curriculum. With Dickie Selfe and Art Young, she edited *Electronic Communication Across the Curriculum*, and with Dona Hickey she co-edited *Learning Literature in an Era of Change: Innovations in Teaching*. Reiss has edited regional books and written features for regional publications, including restaurant criticism for *Norfolk's Virginian-Pilot*.

**David R. Russell** is professor of English at Iowa State University, where he teaches in the Ph.D. program in rhetoric and professional communication. His book *Writing in the Academic Disciplines, 1870–1990: A Curricular History* examines the history of U.S. writing instruction outside of composition courses. He has published many articles on writing across the curriculum, and co-edited *Landmark Essays on Writing Across the Curriculum* and a special issue of *Mind, Culture, and Activity* on writing research. He was the first Knight Visiting Scholar in Writing at Cornell University. Russell is currently conducting research on Kentucky's twelfth-grade portfolio writing assessment; editing AgComm, an Internet clearinghouse of teaching materials on communication in agriculture ([www.ag.iastate.edu/grants](http://www.ag.iastate.edu/grants)); and co-editing a collection of essays describing the role of writing in the transition from secondary to higher education in seven national education systems.

**Martha A. Townsend** is director of the University of Missouri's sixteen-year-old Campus Writing Program and a member of the Department of English. A former literacy consultant to the Ford Foundation, she has offered faculty writing workshops at a wide variety of postsecondary institutions. She has also consulted on writing in the disciplines at universities in Romania, Korea, Thailand, South Africa, and China. Her CV includes publications on WAC/WID, writing and general education, and writing program assessment and administration.

**Victor Villanueva** is professor and chair of the Department of English at Washington State University, where he also teaches rhetoric and composition studies. He is the winner of two national awards on

## Contributors

research and scholarship for *Bootstraps: From an American Academic of Color*, winner of the Young Rhetoricians Conference Rhetorician of the Year for 1999, editor of *Cross-Talk in Comp Theory: A Reader*, author of numerous articles, and past chair of the Conference on College Composition and Communication. Other than that, he likes to watch movies.

**Ashley Taliaferro Williams** is visiting assistant professor of integrative studies in New Century College at George Mason University. She is the writing-across-the-curriculum consultant for New Century and also has responsibility for portfolio assessment. Prior to the establishment of New Century College, Williams taught in the Department of English and helped establish linked courses at George Mason. In addition to work with writing across the curriculum in interdisciplinary and learning community settings, her research interests include shared authority in collaborative teaching, Appalachian literature, and literature and the environment.

**Art Young** is Campbell Chair in technical communication and professor of English and professor of engineering at Clemson University in South Carolina. He coordinates Clemson's Communication-Across-the-Curriculum program, and he is co-editor with Donna Reiss and Dickie Selfe of *Electronic Communication Across the Curriculum*. He has conducted workshops on writing across the curriculum at more than seventy colleges and universities.

**Terry Myers Zawacki** is on the Department of English faculty as well as director of the University Writing Center and Writing Across the Curriculum at George Mason University. Prior to assuming the latter responsibilities, she developed and directed the Linked Courses Program. With Chris Thaiss, she has co-authored "How Portfolios for Proficiency Help Shape a WAC Program" in Yancey and Huot's *Assessing Writing Across the Curriculum: Diverse Approaches and Practices*. In addition to WAC and learning communities, her scholarly interests focus on gender and writing. Her article "Telling Stories: The Subject Is Never Just Me" appears in Adler-Kassner and Harrington's *Questioning Authority: Stories Told in School*.