

CONTRIBUTORS

Luise Beaumont is a Writing Program and Writing Center enthusiast. She is coordinator of the Writing Center at New York University Abu Dhabi where she is planning on conducting research for her PhD. Luise is particularly interested in tutor training, multilingualism in the Writing Center and integrating creative writing methods in tutoring undergraduate students. She has co-authored multiple articles and chapters as well as presented on WAC, Writing Center practices and creative writing strategies.

Jacob S. Blumner is Director of the Marian E. Wright Writing Center and Associate Professor of English at the University of Michigan-Flint. He has co-edited two books, and his work has appeared in *The WAC Journal*, *Across the Disciplines*, and *Praxis: A Writing Center Journal*. He lives at home with his wife, three sons, and an overweight orange cat.

Malcolm Graeme Childers is a former college art professor who chose to devote his time to creating visual art, music and creative writing. Besides producing a collection of relief etchings that are part of his multi-media book, *Roadsongs: A Journey into the Life and Mindscape of an American Artist*, he has also produced the Rocky Mountain PBS documentary *Roadsongs: A Journey into the Rocky Mountain West*. His interest in Writing Across the Curriculum includes giving workshops and presentations at major professional conferences on writing, writing centers, and English.

Pamela B. Childers, Caldwell Chair of Composition Emerita at McCallie School, is Executive Editor of *The Clearing House*. Recipient of the IWCA Outstanding Service Award, she serves on WAC and writing center boards and has written numerous articles, chapters, *The High School Writing Center, Programs and Practices: Writing Across the Secondary School* (with Gere and Young), and *ARTiculating: Teaching Writing in a Visual World* (with Hobson and Mullin). Pam consults on writing with all academic levels.

Michelle Cox, founding director of Bridgewater State University's WAC program, is Director of the English Language Support Office at Cornell University, which provides support for international graduate students. She serves on *Across the Disciplines* and *WAC Clearinghouse* editorial boards, and on the International WAC Board of Consultants. She recently published (with co-editor Terry Myers Zawacki) *WAC and Second Language Writers: Research toward Linguistically and Culturally Inclusive Programs and Practices* (WAC Clearinghouse/Parlor Press, 2014).

Phyllis Gimbel is Associate Professor, Educational Leadership at Bridgewater State University, where she served as the Assistant Coordinator of Writing Across the Curriculum and Faculty Fellow in the Office of Teaching and Learning. Phyllis has published and presented on school leadership and on faculty development. Her second book, *Healthy Schools: The Hidden Component of Teaching and Learning*, was published in October 2013. Phyllis received the V. James DiNardo Alumni Award for Excellence in Teaching at Bridgewater State University.

Marie Hansen is an English Language Arts teacher at Burnsville High School, where she teaches eleventh-grade English, leads their writing center, and directs student theater productions. Marie is also a teacher consultant for the Minnesota Writing Project, an active member of the E12 Writing Centers Collective, and a graduate student at the University of St. Thomas in the masters in literature program. In 2011, she received the Minnesota Council of Teachers of English Developing Leadership Award for her passion and enthusiasm in the field.

Debra Hartley is a co-director and webmaster of the Center for Writing at the University of Minnesota-Twin Cities, co-coordinator of Student Writing Support, and technology liaison for the Minnesota Writing Project. She belongs to Writing Center Professionals of Minnesota and the E12 Writing Centers Collective. Her professional interests include the use of technology in writing centers and classrooms and digital storytelling.

Kirsten Jamsen is the director of the Center for Writing at the University of Minnesota-Twin Cities and co-director of the Minnesota Writing Project. She is active in many national and regional professional organizations, and co-founded the Writing Center Professionals of Minnesota and the E12 Writing Centers Collective. With her colleagues, she studies writing consultancy, writing across the curriculum, teacher professional development, and the role of technology in writing centers and classrooms.

Katie Levin is a co-director of the Center for Writing at the University of Minnesota-Twin Cities, where she co-coordinates Student Writing Support and leads the Center's Interdisciplinary Studies of Writing program. A member of many national and regional professional associations, she is new to high school writing centers and is grateful for her E12 Writing Centers Collective colleagues' knowledge and experience. She focuses on the push-and-pull of power, discourse, identity, and resistance in and through writing centers.

Michael J. Lowry is a science teacher at the McCallie School in Chattanooga, TN. A member of the National Science Teachers Association (NSTA), he most recently served as its High School Division Director. He is Nationally Board Certified (physics) and a Presidential Awardee for Excellence in Science Teaching, and frequently leads workshops and writes about how writing may be used to enhance teaching and learning in science. Michael has also received

NEH, NOAA and NASA fellowships.

Michael McClellan holds a bachelor of science in chemistry from UW-La-Crosse, plus a master in teaching and a master in education administration from National-Louis University. He currently teaches at Forreston High School in Illinois. He became a chemistry/physical science teacher at Jefferson High School in Rockford, IL in 2005-2006 where he taught for seven years. He has coached varsity baseball and basketball for twenty years. He also has taught graduate communications and leadership courses at National-Louis University for four years.

Mary McMullen-Light directed the WAC Program at MCC-Longview for over twenty years, collaborating with faculty in general education, career and technical programs. She serves on the Board of Consultants for the International WAC Network and contributed to the Statement of WAC Principles and Practices. She has presented at the International WAC Conference and CCCC. Mary has worked at an alternative high school and is Research Coordinator for Outcomes Assessment at Johnson County Community College.

Dawn Myelle-Watson teaches sections of biology and physical science for honors, “mainstream,” and at-risk students in Jefferson High School in Rockford, IL, where she also serves as the Freshman Academy Coordinator.

Federico Navarro is a professor and researcher at Universidad de Buenos Aires, Universidad Nacional de General Sarmiento and CONICET (Argentina). He is the Colegio de la Ciudad Writing Program coordinator. His research interests include genre pedagogy and professional communication. He has co-authored “Escribir para aprender” (2013), edited “Manual de escritura para carreras de humanidades” (in press) and published in *Boletín de Filología*, *RMIE*, *Bellaterra*, *Nebrija*, *Páginas de Guarda* and *Texturas*.

Kristen Nichols-Besel recently completed her PhD in the Department of Curriculum and Instruction at the University of Minnesota-Twin Cities, where she consulted with undergraduate and graduate writers at the University’s Center for Writing. Prior to graduate school, she taught high school English language arts in Iowa. Currently, she teaches pre-service teachers at the College of St. Scholastica and works in the writing center at Bethel University. Her research interests include young adult literature and engagement of adolescents.

Brad Peters is Professor of English, coordinator of WAC, and director of undergraduate studies in English at Northern Illinois University. He prepares teacher-licensure candidates in writing instruction and teaches graduate courses in rhetoric. With Joonna Trapp, he co-edits the *Journal of the Assembly for Advanced Perspective in Learning* (JAEPL).

Mandy Pydde completed training as Peer Tutor in Writing while doing her studies in intercultural communication (M.A.). She worked as peer tutor in writing for two years at the Writing Center of the European University (Frankfurt

Oder/Germany). Mandy Pydde was part of a team that aimed at establishing WAC and peer tutoring in writing at German high schools. She also held numerous writing workshops for university students, high school students and teachers.

Andrea Revel Chion is a teacher of biology and health at secondary schools and a lecturer of biology didactics at teacher training colleges. She is also a professor and researcher at the University of Buenos Aires. Her publications include textbooks and several papers in educational journals. She is the co-author of “Escribir para aprender” (2013). Her research focuses on school scientific argumentation in relation to health and on narratives as a learning tool.

Trixie G. Smith is director of The Writing Center at Michigan State University. Her memberships include IWAC, IWCA, ECWCA, CCCC, MiWCA, and NWSA; she presently serves on the boards of both IWCA and ECWCA. Her publications include textbooks on WAC/WID and FYW and articles/chapters on writing centers, mentoring, and gender. Trixie’s current research focuses on working with graduate and faculty writers; queer mentoring and pedagogy; and an oral history project about Sistrum, Lansing Women’s Chorus.

Debora Spears is Literacy Leader at Jefferson High School. She has a master’s degree in special education from the University of Illinois, a master in curriculum instruction from National Louis University, and a master in reading from Rockford University. Seven of her twenty-one years in teaching were spent working with disabled pre-schoolers. She has co-taught professional development courses in writing across the curriculum for six years.

Simone Tschirpke is part of academic staff at the Writing Center of the Europa Universität Viadrina, Frankfurt (Oder) Germany. She is involved in everyday writing center work and in peer tutor education. Together with colleagues Simone founded the journal JoSch—Journal der Schreibberatung which is especially supporting peer tutors to publish their perspectives and experiences.

David Wellen of Jefferson High School teaches the full range of honors, mainstream, and at-risk students in his biology classes. He specializes in working with students who struggle to complete their required course credits in biology. He has also coached football and wrestling for many years.

Art Young is Robert S. Campbell Chair and Professor of English Emeritus at Clemson University, where he founded and coordinated Clemson’s award-winning communication-across-the-curriculum program (1990-2009). In March 2002, Art received the Exemplar Award from the Conference on College Composition and Communication for outstanding achievement in teaching, research, and service. He has published extensively on Writing Across the Curriculum and in other areas connected to the theory and teaching of writing.