

## Contributors

**Richard Beach** is professor of English Education at the University of Minnesota. He is author of *A Teacher's Introduction to Reader Response Theories* and co-author of *Inquiry-based English Instruction: Engaging Students in Life and Literature*, *Teaching Literature in the Secondary School*, and *Journals in the Classroom: Writing to Learn*. His research focuses on response to literature and inquiry instruction. He is a former President of the National Conference on Research in Language and Literacy and has served on Board of Directors of the National Reading Conference.

**Kathryn Evans** is an assistant professor and coordinator of Rhetoric and Composition at the University of San Francisco, a private, Jesuit university. She has published in *Computers and Composition*, *Teaching English in the Two-Year College*, and *Language and Learning Across the Disciplines*, and she is currently working on a book-length manuscript that more fully discusses the research analyzed in this volume.

**Linda Flower** is a Professor of Rhetoric and past Director of the Center for University Outreach at Carnegie Mellon. Her work on the contested meaning-making of college students (*The Construction of Negotiated Meaning: A Social Cognitive Theory of Writing*) led to a comparative study of inquiry in academic and community settings in *Learning to Rival: A Literate Practice for Intercultural Inquiry*. For the last 15 years she has combined research in writing and problem solving with the practice of community literacy in urban organizations and workplaces, bringing college students into this sometimes unsettling intercultural activity (see <http://english.cmu.edu/research/inquiry/default.html>). Home page: <http://english.cmu.edu/people/faculty/homepages/flower/default.html>.

**Kim Garwood** is a research assistant and professional writer at the Hospital for Sick Children in Toronto. The researchers on this project are particularly grateful to the Social Science Research Council of Canada for granting them the funding to work collaboratively as a group.

**Cheryl Geisler**, Ph.D., Carnegie Mellon University, is a joint professor of Rhetoric and Composition and Information Technology at Rensselaer Polytechnic Institute where she conducts research on writing in the disciplines and professions, especially in the context of emerging communication technologies. She is author of the forthcoming textbook on methods for analyzing verbal data to be published by Longman in 2003. The work reported in this volume is part of a larger analysis of personal digital assistants as technologies of text with significant impact on work-life relationships. More information found at <http://www.rpi.edu/~geislc>.

**Janet Giltrow** is a member of the English Department at the University of British Columbia, in Vancouver, Canada. Most recently, she has published articles on literary and non-literary stylistics, on genre theory, and on ideologies of language. She is the author of *Academic Writing* (3rd ed. 2002), and editor of *Academic Writing* (2nd ed. 2002). The chapter in this

collection is part of a larger project investigating, by various methods, subjectivity and sociality in language.

**Judy Hunter**, director of the Writing Lab at Grinnell College, has tutored college students for 26 years. With Jean Ketter, she published two articles: "Student Attitudes toward Grades and Evaluation on Writing," in *Alternatives to Grading Student Writing*, Stephen Tchudi, ed., Urbana IL, NCTE: 1997, and "When Consensus Fails: How Faculty Writing Seminars Limit the Possibility of Multiple Discourses in a College Community," in *Language and Learning Across the Disciplines 2.2*, September, 1997. She received an M.A. in English Education from the University of Iowa in 1997 and has served on the Grinnell-Newburg Board of Education since 1994.

**Jean Ketter** has worked with student writers for more than 20 years, first as a high school English teacher and currently as a Grinnell College associate professor of education. Her research interests include the socio-political contexts of writing instruction and large-scale writing assessment. She has also conducted research as a co-participant on a long-term teacher-researcher study group focusing on the reading and teaching of multicultural literature in a rural, majority-white middle school setting. She teaches classes in educational history, critical literacy for secondary pre-service teachers, and English and foreign language teaching methods.

**Lorelei Lingard**, an assistant professor at the University of Toronto, Faculty of Medicine and the Centre for Research in Education, has a background in rhetorical theory and in qualitative research techniques and specializes in health research.

**Dana Britt Lundell** is director of the Center for Research on Developmental Education and Urban Literacy at the University of Minnesota-Twin Cities (<http://www.gen.umn.edu/research/crdeul>). She has a Ph.D. in Curriculum and Instruction and is co-editor of the center's monograph series. Her research and publications focus on literacy theory and practice in urban higher education programs.

**Paul Prior** is an associate professor of English and associate director of the Center for Writing Studies at the University of Illinois, Urbana-Champaign. He has explored sociohistoric approaches to writing, talk, and disciplinarity in a series of situated studies published in articles, chapters, and a book, *Writing/disciplinarity: A sociohistoric account of literate activity in the academy* (Lawrence Erlbaum, 1998). In addition to the drawing studies reported here, his current research also focuses on forms of mediation and interaction in a group revising an on-line art object that combines images, sound, text, and a simple AI program.

**Catherine Schryer**, an associate professor in the Department of English at the University of Waterloo, specializes in qualitative research studies that focus on genre and is particularly interested in health research.

**Graham Smart** is an assistant professor in the Department of English at the University of Wisconsin-Milwaukee, where he teaches undergraduate and graduate courses in the Professional and Technical Writing Program. Earlier in his career, he spent 15 years as a writing consultant and trainer at the Bank of Canada, the country's central bank, and five years as an assistant professor in the Rhetoric and Composition Program at Purdue University. His published research has focused primarily on workplace discourse, knowledge-making practices, and situated learning.

**Marlee Spafford**, an associate professor and the clinic director at the University of Waterloo, School of Optometry, researches aspects of professional gatekeeping, professional socialization, and optometric education and provided the statistical expertise required by the project.

**Clay Spinuzzi** is an assistant professor of rhetoric at the University of Texas at Austin, where he teaches graduate and undergraduate courses in professional and civic discourse. His interests include information design, research methodology, activity theory, and genre theory. He is currently finishing a book on research methodology to be published by MIT Press. His website is <http://www.cwrl.utexas.edu/~spinuzzi>.

**Jody Shipka** is a Ph.D. candidate in the Department of English and a research assistant in the Center for Writing Studies at the University of Illinois, Urbana-Champaign. She is currently working on a project examining the impact of employing a multimodal/multi-generic, activity-based approach to composing in first-year college writing courses.

**Derek Wallace**—after brief careers as a poet, an administrator, and an editor in a non-governmental think tank—now lectures in academic and professional writing and interpersonal communication at Victoria University of Wellington in New Zealand. His primary area of research interest is an exploration of the role of writing in the development of public policy, with particular reference to the formation of a “democratic habitus” (in the words of Chantal Mouffe) and a “democratic rhetoric” (Gregory Clark). Work in progress is a study of the ways different polities across time and space orient towards and conceptualize the future. Other details are available at [http://www.vuw.ac.nz/lals/staff/Derek\\_Wallace.html](http://www.vuw.ac.nz/lals/staff/Derek_Wallace.html).

**Arturo Yañez** is associate professor of English as a Foreign Language at Los Andes University in Merida City, Venezuela. He mainly teaches genre-based courses in composition to develop students awareness and competence in multiple literacies. His current research analyzes how Spanish writers compose in English as a foreign language (and in Spanish as a native language) in their disciplines. His interests include research methodology, activity theory, and genre theory.