

Notes on Contributors

Jacob Blumner directs the Marian E. Wright Writing Center at the University of Michigan–Flint and is an Assistant Professor in the Department of English. He has published in *The WAC Journal* and *Across the Disciplines*, and he has co-edited two collections of essays with Robert Barnett, the *Allyn and Bacon Guide to Writing Center Theory and Practice* and *Writing Centers* and *Writing Across the Curriculum Programs: Building Interdisciplinary Partnerships*.

Irene L. Clark is Professor of English and Director of Composition at California State University Northridge, where she is also in charge of the Master's degree in Rhetoric and Composition option. Her books include *Writing in the Center: Teaching in a Writing Center Setting*, (Kendall Hunt), forthcoming in a 4th edition, *Concepts in Composition: Theory and Practice in the Teaching of Writing* (Lawrence Erlbaum, 2002), and *Writing the Successful Thesis and Dissertation: Entering the Conversation* (Lawrence Erlbaum, 2007). She is currently working on a book titled *Genres of Academic Writing: Theoretical Insights, Pedagogical Opportunities* to be published by Utah State University Press.

Ronald Fischbach is Professor of Health Science and Interim Associate Dean at California State University, Northridge (CSUN). Having served as Associate Dean and Chair of the College of Health and Human Development's Curriculum Committee, member of the University Resource Committee, member of the University Committee on the Learning Centered University, and Co-Chair of the Provost's Committee on Scheduling, he is committed to improving student learning outcomes.

Xiaoli Li is a third year Ph.D. student in Rhetorics, Communication and Information Design at Clemson University, South Carolina where she teaches two courses: Writing and International Trade and Technical Writing. She is experimenting pairing her students with college students in China to collaborate on projects. Her research interests include: international professional communication, online and service-learning pedagogy, and writing program and writing center promotion and administration.

Julie Reynolds teaches writing-intensive courses in the biology department at Duke University in Durham, N.C, including a course designed to improve the writing of honors theses. In addition to an interest in optimizing the use of technology in writing courses, her research also focuses on science literacy and ways to improve how writing is taught in the sciences. Her most recent publications appear in the *Journal of College Science Teaching*.

Vicki Russell directs the Writing Studio at Duke University and teaches in the University Writing Program. Her research interests include using new technology to effect better student writing.

Carol Rutz has directed the Writing Program at Carleton College since 1997. Her current research interests focus on assessment, faculty development, and the relationship between faculty development and student learning.

Martha Townsend directed the University of Missouri's Campus Writing Program for fifteen years. An associate professor in MU's English Department, her research interests center on WAC program development, administration, and assessment. She teaches writing courses ranging from first-year composition to graduate seminars in WAC theory and practice.

Mark L. Waldo is Director of the University Writing Center and Professor of English at University of Nevada, Reno. He is the author of the book *Demythologizing Language Difference in the Academy: Establishing Discipline-Based Writing Programs*.

Dan Wu is a first-year student in the Ph.D. program of Rhetorics, Communication and Information Design at Clemson University, South Carolina. Her research interests include promoting WAC in Chinese higher education institutes, international technical communication, and Chinese/English translation/interpretation studies.