

## Contributors

**Jennifer Ahern-Dodson** is Director of Outreach for the Thompson Writing Program at Duke University. Her research and teaching interests center on learning communities, new media, civic engagement, and faculty writing, and she has published articles and book chapters on writing-to-learn pedagogies and community-university partnerships. While at Duke she has been involved in a number of interdisciplinary community engagement initiatives focused on public scholarship and developed writing-based partnerships with K-5 schools. She also leads multi-disciplinary faculty learning communities that explore pedagogical innovations in writing and undergraduate research. Her current work includes the Faculty Write Program, which focuses on faculty-as-writers and fostering conversations about the intersections between faculty writing, teaching, and research.

**Laura Brady** is Eberly Professor of Outstanding Teaching within the English department at West Virginia University, where she also directs the composition program. She is currently working with colleagues across campus to initiate a communication-across-curriculum program. Her research often focuses on writing pedagogy and writing program administration and has appeared in *WPA: Journal of the Council of Writing Program Administrators*, *Composition Forum*, *College English*, and several other journals and edited collections.

**Denise Comer** is an Assistant Professor of the Practice of Writing Studies and Director of First-Year Writing at Duke University. She teaches theme-based first-year writing seminars on such areas of inquiry as illness narratives, civic engagement, and travel writing. Her scholarship, which has been published in such journals as *Pedagogy and Composition Forum*, explores writing pedagogy, writing program administration, and the intersections between technology and the teaching of writing. She has two books forthcoming from Fountainhead Press in 2014: *Writing in Transit: A Reader* (ed.) and *It's Just a Dissertation: The Irreverent Guide to*

*Transforming Your Dissertation from Daunting to Doable to Done* (co-written with Barbara Gina Garrett). She lives in Raleigh, North Carolina, with her husband and their three children.

**Jonathan Hall** is Assistant Professor of English at York College, City University of New York, where he is also Writing Across the Curriculum Coordinator and teaches writing and literature courses. His work has appeared in *Across the Disciplines* and will be included in the upcoming books *WAC and Second Language Writers: Research towards Developing Linguistically and Culturally Inclusive Programs and Practices* ed. Michelle Cox and Terry Myers Zawacki and *ReWorking English in Rhetoric and Composition: Language, Locations, Interventions*, ed. Bruce Horner and Karen L. Kopelson. This is his third article for *The WAC Journal*.

**Mya Poe** is Assistant Professor of English at Penn State University. Her research focuses on writing in the disciplines, writing assessment, and racial identity. Her publications include *Learning to Communicate in Science and Engineering: Case Studies From MIT* (MIT Press, 2010), which won the CCCC 2012 Advancement of Knowledge Award, *Race and Writing Assessment* (Peter Lang, 2012), as well as articles in *CCC* and *JBTC*. Along with Tom Deans, she is editor of the Oxford Short Guides to Writing in the Disciplines. She is currently working on a book entitled *The Consequences of Writing Assessment: Race, Multilingualism, and Fairness*.

**Heather M. Robinson** is Assistant Professor of English at York College, of the City University of New York, where she also directs the Writing Program and has previously been Writing Center Director and a Writing Across the Curriculum Coordinator. She teaches courses in applied linguistics, and in composition at the first-year and junior level. Her writing has appeared in the *Journal of Basic Writing*, *TESOL Journal*, *Writing Lab Newsletter*, and she also has a Program Profile of WAC and Writing at York, written with Michael J. Cripps, forthcoming in *Composition Forum*. She is currently working on a book entitled *The Ethics and Economics of Grammar Instruction*.

**David R. Russell**, Professor of English, has published widely on writing in the disciplines and professions, international writing instruction, and computer-supported collaborative learning. All are theorized with cultural-historical activity theory and genre theory. His book, *Writing in the Academic Disciplines: A Curricular History*, examines the history of American writing instruction since 1870. He co-edited a special issue of *Mind, Culture, and Activity* on writing research, *Writing Selves/ Writing Societies: Research from Activity Perspectives*, and *Writing and Learning in*

*Cross-National Perspective: Transitions from Secondary to Higher Education*. He edits *Journal of Business and Technical Communication*.

**Carol Rutz** directs the writing program at Carleton College, which involves teaching writing and working with WAC faculty on assessment and faculty development. Recent research has involved seeking evidence that faculty development programs affect student learning as well as the teaching practices of individual faculty.

**Martha A. (Marty) Townsend** is Associate Professor of English at the University of Missouri (MU), where she teaches graduate and undergraduate courses in Composition Studies and where she directed MU's Campus Writing Program from 1991 to 2006. In 2004, she and CWP colleagues Martha Patton and Jo Ann Vogt hosted the 7th National WAC Conference, for which they elected the conference's first-ever international theme; the conference has subsequently become the International WAC Conference. Marty's international workshops and consultations on WAC have taken her to a dozen countries. Most recently, she collaborated with two US colleagues to facilitate Russia's 16th annual Fulbright Foundation Summer School for the Humanities (the first to feature academic writing), hosted by Lomonosov Moscow State University.

**Denise Vrchota** is an assistant professor in the Communication Studies Program, Department of English at Iowa State University. Her research area is communication in the disciplines. She has published in *Communication Education* and the *Journal of Food Science Education*.

**Terry Myers Zawacki** is Associate Professor Emerita of English and Director Emerita of Writing Across the Curriculum at George Mason University. She is lead editor on the International Exchanges on the Study of Writing series on the WAC Clearinghouse, co-editor of the forthcoming *WAC and Second Language Writers: Research towards Linguistically and Culturally Inclusive Programs and Practices*, and serves on the CCCC Committee on the Globalization of Postsecondary Writing Instruction and the Scientific Committee of the International Society for the Advancement of Writing Research. She has given invited talks in Europe and the Middle East, in addition to China.