Contributors

Caitlin Holmes is a Term Assistant Professor of English at George Mason University. Her research interests include undergraduate research publication, online course development, editing practices, and writing pedagogy more broadly.

Mary Hedengren is a postdoctoral fellow at the University of Texas at Austin where she serves as Graduate Writing Coordinator for the University Writing Center. Her research focuses on the development of emerging identities, especially within the academy. Her work has appeared in *KB Journal, Present Tense, Praxis* and is forthcoming in *Pedagogy*.

Sherry Lee Linkon is Professor of English and Faculty Director of Writing Curriculum Initiatives at Georgetown University. She is active in scholarship of teaching and learning, and in 2003 was named the Ohio Professor of the Year. Along with her work on teaching and learning in the humanities, she does research on deindustrialization and working-class culture. She is the author or editor of six books, including *Literary Learning: Teaching in the English Major* (Indiana 2011), *Steeltown USA: Work and Memory in Youngstown* (Kansas, 2002, with John Russo), and *Teaching Working Class* (Massachusetts 1999).

Matthew Pavesich is Associate Teaching Professor of English and Associate Director of the Writing Program at Georgetown University. He teaches first-year writing, and undergraduate and graduate courses in rhetoric and composition pedagogy. His current project, DC/Adapters (dcadapters.org), traces a local material and rhetorical network, the first publication about which appeared in *Technoculture* in 2014.

Carol Rutz directs the writing program at Carleton College in Northfield, Minnesota. Her work includes teaching writing courses for several departments and working with the 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.

Katherine Schaefer is a Lecturer in the Writing, Speaking, and Argument Program at the University of Rochester. Originally trained as an RNA biochemist, she later switched to immunology, and after a fifteen-year career as an immunologist, became

interested in teaching writing in the sciences. She currently teaches both freshman composition and professional communication and writing courses in Biology. In addition, she serves as a WID specialist and coordinates the Writing Workshop Program, which supports professors who include writing instruction in their discipline-specific courses. Her current research interests include (1) developing additional approaches to teaching genre and (2) understanding how interactions between teachers in team-taught science courses affect student learning. This is her first publication relating to writing instruction.

Erika Scheurer is Associate Professor of English and Director of Writing Across the Curriculum at the University of Saint Thomas in Saint Paul, Minnesota. For many years she also served as Coordinator of the Academic Development Program for at-risk students. Her scholarship spans the fields of literature and composition, with presentations and publications on Emily Dickinson, voice theory and pedagogy, basic writing, and, more recently, writing across the curriculum. Current research includes continued work on faculty perspectives on "coverage" through case studies as well as explorations of the intersections of writing pedagogy and mindfulness.

Denise Ann 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 consults with faculty outside of the communication discipline, helping them integrate communication activities into their classes. She is the co-author of a public speaking textbook, *Everyday Public Speaking*. With David R. Russell, she co-authored an article that appeared in an earlier issue of *The WAC Journal*. She has also published in *Communication Education* and the *Journal of Food Science Education*.