

Contributors

Nicole Amare is an assistant professor of English at the University of South Alabama, where she teaches composition, technical writing, editing, literature, stylistics, and grammar. She has written *Real Life University*, a college-success guide, and has edited *Global Student Entrepreneurs*, *Beyond the Lemonade Stand*, and *Giving Back*. Her research has appeared in *Business Communication Quarterly*, *IEEE Transactions of Professional Communication*, *The Mark Twain Annual*, *Women & Language*, *Technical Communication*, and the *Journal of Technical Writing and Communication*.

Sheila L. Carter-Tod is an assistant professor of English and associate director of composition at Virginia Tech. A member of NCTE and WPA, she is the chair of NCTE College Section Nominating Committee. She served as coeditor of *The Dissertation and the Discipline: Reinventing Composition Studies*, to which she contributed a chapter, "In Search of My 'Jingle': Reconciling Voice and Identity after the Dissertation Defense." She has cowritten a chapter titled "Language Arts" for *Developing Competency: A Standards-based Approach to Technology Integration* (forthcoming), and an article, "Multimodal Literacies and Cultural Identities," forthcoming in *The International Journal of the Humanities*. Her research focuses on issues of student identity and voice in writing.

Marvin Diogenes is Assistant Vice Provost for Undergraduate Education and Associate Director of the Program in Writing and Rhetoric at Stanford University. He has taught composition, creative writing, and pedagogy courses at the University of Arizona, San Diego State, and Stanford. He has co-authored two textbooks, *Crafting Fiction* (with Clyde Moneyhun) and *Living Languages* (with Nancy Buffington and Clyde Moneyhun). Other work has appeared in *Delivering College Composition*, *In Praise of Pedagogy*, and *Writing on the Edge*. He is co-founder, singer, and archivist for the Composition Blues Band.

Russel Durst is a professor of English at the University of Cincinnati. A past department head and composition program director, he has served as president of the National Conference on Research in Language and Literacy; chair of the NCTE Standing Committee on Research; and as an editorial board member for *College Composition and Communication*, *Language and Learning Across the Disciplines*, and *Writing Program Administration*. He has published more than thirty essays on composition in journals and edited collections. His books include *You Are Here: Readings on Higher Education for*

College Writers (Prentice-Hall, 2003); *Collision Course: Conflict, Negotiation, and Learning in College Composition* (NCTE, 1999); and, coedited, with George Newell, *Exploring Texts: The Role of Discussion and Writing in the Teaching and Learning of Literature* (Christopher-Gordon, 1993).

Maureen Daly Goggin is an associate professor of rhetoric in the English department at Arizona State University, where she teaches courses in the history and theories of rhetoric, material culture, composition theory, and research methods. She is author of *Authoring a Discipline: Scholarly Journals and the Post-World War II Emergence of Rhetoric and Composition* and editor of *Inventing a Discipline: Rhetoric Scholarship in Honor of Richard E. Young*. Her publications on the history of rhetoric and composition as well as on visual and material rhetoric appear in *Rhetoric Review*, *Rhetoric Society Quarterly*, *Composition Studies*, and various edited collections.

Teresa Grettano, assistant editor of *JAC*, a journal of rhetorical, cultural, and writing studies, is currently pursuing a PhD in English studies at Illinois State University. She has taught writing in several capacities and to diverse academic and community populations for almost ten years. She has held several administrative positions at the department, college, and university levels at the University of South Alabama, the University of South Florida, and Illinois State. Her research analyzes the discourse of terrorism.

Erik Juergensmeyer is a PhD candidate in rhetoric, composition, and the teaching of English at the University of Arizona, where he teaches composition and professional writing courses and is developing a service-learning curriculum. He recently served with Karen Peirce as writing program intern, examining WAC and assessment for the University of Arizona Writing Program. His current interests include generative ethos and the mediation process, the negotiation of a regional mining issue, and curriculum design. He is working on his dissertation, which investigates how ethos and invention shape practices of mediation.

Rita Malenczyk is professor of English and director of the writing program at Eastern Connecticut State University. She is also a member of the WPA executive board. Her scholarly work, which focuses on the rhetoric and politics of writing program administration, includes *The Outcomes Book*, coedited with Susanmarie Harrington, Keith Rhodes, and Ruth Overman Fischer (Utah State UP, 2005).

Deb Martin is an Assistant Professor in the Department of Writing Arts and Co-Director of the National Writing Project at Rowan University. Before coming to Rowan she completed her Ph.D. in Rhetoric at Texas Woman's University. Deb teaches two courses in writing assessment/evaluation and has co-authored an article on the topic with colleague Diane Penrod titled "Coming to know criteria: The value of an evaluating writing course for undergraduates," published in *Assessing Writing*. Her research and publications have been primarily in writing pedagogy. Her most recent work, "Add disability and stir: The new ingredient in composition textbooks," appears in *Disability and the teaching of writing: A critical sourcebook* (Bedford/St. Martin's Press, 2008).

Karen P. Peirce, assistant professor of English at the United States Military Academy, teaches first-year and advanced composition. She has also taught ESL as a Fulbright Fellow in Korea, high-school English, and professional writing. As a writing program intern, Peirce examined placement and assessment issues with Erik Juergensmeyer for the University of Arizona Writing Program. She is currently revising her dissertation, "Alternatives to Argumentation: Implications for Intercultural Rhetoric," into a book, and she continues to advance her studies in the Korean language.

Jeff Rice is an assistant professor of English at Wayne State University. He is the coeditor of *New Medial/New Methods: The Turn from Literacy to Electracy* (Parlor Press) and the author of *The Rhetoric of Cool: A Theory of Writing and New Media* (Southern Illinois University Press).

Eliana Schonberg is the founding director of the University Writing and Research Center at the University of Denver. She received her PhD in English literature from the University of Texas at Austin, where she served as the assistant director of the University of Texas Undergraduate Writing Center for two years and was cofounding editor of *Praxis: A Writing Center Journal*. In addition to her scholarship on the writing center, she works in poetics and translation theory. Excerpts of her translation of Anne Teyssiéras's *Golem* have been published in *Exile: The Literary Quarterly* and are forthcoming in *The Denver Quarterly*.

Michael Stancliff is an assistant professor of rhetoric and composition at Arizona State University at the West Campus, where he teaches courses in composition, rhetoric, ethnic studies, and literature. He is the author (with Sharon Crowley) of *Critical Situations: A Rhetoric with Workshops* (Pearson, 2007). He is also at work on a book examining the rhetoric of affect and



racial identity among African and Irish Americans in the nineteenth century, tentatively titled *Afro-Irish Rhetoric: Race, Affect and the Invention of the Color Line*.

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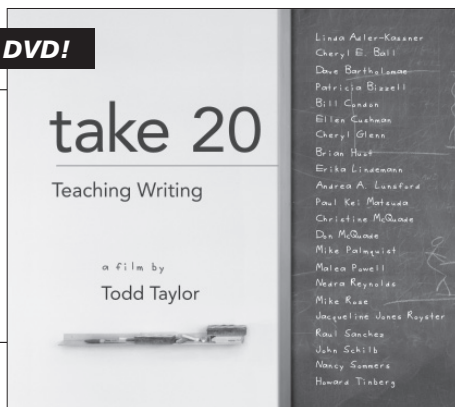
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