



PROJECT MUSE®

On Location

Candace Spigelman, Laurie Grobman

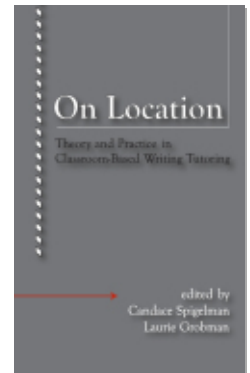
Published by Utah State University Press

Spigelman, Candace & Grobman, Laurie.

On Location: Theory and Practice in Classroom-Based Writing Tutoring.

Logan: Utah State University Press, 2005.

Project MUSE., <https://muse.jhu.edu/>.



➔ For additional information about this book

<https://muse.jhu.edu/book/9287>

CONTRIBUTORS

CANDACE SPIGELMAN is an associate professor at Penn State Berks–Lehigh Valley College, where she serves as co-coordinator of professional writing and teaches composition, rhetorical theory, English language analysis, and peer tutoring in writing. Her publications include *Across Property Lines: Textual Ownership in Writing Groups*, *Personally Speaking: Experience as Evidence in Academic Discourse*, and articles in *College English*, *CCC*, *JAC*, and *Composition Studies*. She received the 2002 Richard Ohmann Award for her article “Argument and Evidence in the Case of the Personal.”

LAURIE GROBMAN is an associate professor of English at Penn State University, Berks–Lehigh Valley, where she is co-coordinator of the degree in professional writing. Her work as a teacher-scholar focuses on how written language, as it is produced and consumed, can play a substantial role in making connections across cultural differences. She has published a book, *Teaching at the Crossroads: Cultures and Critical Perspectives in Literature by Women of Color* (2001), and several articles in *MELUS*, *JAC*, *Pedagogy*, *College Literature*, and *Journal of Basic Writing*. Grobman also coedits *Young Scholars in Writing: Undergraduate Research in Writing and Rhetoric*.

DEREK JOHN BOCZKOWSKI is the assistant director of the writing center at Columbia College, Chicago, and an adjunct faculty member of the Columbia English department. His teaching and research focus on peer tutor training and development, cultural and textual analysis, and writing across the curriculum.

ROBIN BREAUULT completed her doctoral work at Georgia State University and graduated in August 2004. There she worked as a research and teaching assistant for the WAC program and taught business writing courses in the English department. Currently Robin is an instructor at the University of Arizona, Business Communications Program, in Tucson, where she teaches business writing and technical communication courses. Her dissertation, “Building Doors: A Narrative of Literacy and Possibility”, is a work of ethnographic creative nonfiction that describes and analyzes the community literacy efforts of a private day treatment program in an urban environment.

STEVEN J. CORBETT is a Ph.D. student in English language and rhetoric at the University of Washington, where he teaches first-year composition and founded the Dance Program Writing Center, which he directs. His teaching and research interests include peer teaching and tutoring, critical pedagogy, and creative nonfiction. His essays have appeared in the *Writing Lab Newsletter*, *Academic Exchange Quarterly*, and *University Week*, and he is currently conducting an ongoing research project involving tutor training.

JENNIFER CORROY teaches middle school language arts in Roma, Texas. She graduated from the University of Wisconsin–Madison with degrees in English and history. While in Madison, she spent three years as an undergraduate writing fellow and served for one year as the program’s undergraduate assistant director.

TEAGAN DECKER is a Ph.D. student at the University of Washington–Seattle, where she formerly directed the English department’s writing center. She is currently a teaching assistant in the expository writing program. Her research interests include basic writing, interdisciplinary writing, affirmative action in higher education, and discourse analysis.

SUSAN HRACH GEORGECHINK is an assistant professor of English at Columbus State University, where she serves as writing center director and teaches expository writing as well as early British and world literature. Her research interests include historical and contemporary literacy practices and English cultural history. She is at work on a study of seventeenth-century advice books for mothers.

KELLY GIGER will graduate from Penn State University in fall 2004 with a degree in elementary education. She is a member of the Pi Lambda Theta National Honor Society in Education. She presented research at the 2001 National Conference on Peer Tutoring in Writing. She has worked for the Penn State Education Partnership Program and the America Reads Program while attending Penn State.

BARBARA LITTLE LIU is an assistant professor of English at Eastern Connecticut State University, where she also coordinates the first-year writing program. Her teaching and research focus on composition theory and pedagogy and rhetorical theory and criticism, especially political and religious rhetorics.

HOLLY MANDES is a doctoral candidate in the rhetoric, composition, and teaching of English program at the University of Arizona. Her current interests include rhetorics of the body—specifically disability rhetoric—writing program administration, and peer tutoring in online spaces. She coauthored this chapter while she was an undergraduate at Eastern Connecticut State University, where she worked as a senior tutor in the writing associates program.

DAVID MARTINS is an assistant professor at California State University–Chico, where he formerly coordinated the writing across the curriculum program and now teaches full-time in the Department of English. His teaching and research focus on theories of literacy, disability, and rhetoric.

STEVE MOGGE is an assistant professor of education at Towson University, where he teaches graduate courses in literacy and research. He has written and presented on adolescent and adult literacy, second-language immigrant literacy and reader response, and elementary reading matters. He was formerly a professor at Columbia College, Chicago, where he created a developmental reading program for the open-admissions arts and media institution.

MELISSA NICOLAS is an assistant professor of English at the University of Louisiana–Lafayette. In her previous post at Penn State–Lehigh Valley, she held the positions of composition program co-coordinator, writing center director, and writing fellows coordinator. Nicolas has presented her research on writing centers

and peer groups at CCCCs, IWCA, and NCTE. Most recently, she coedited *By Any Other Name: Writing Groups Inside and Outside the Classroom*.

JIM OTTERY is an assistant professor of English at the University of Illinois–Springfield, where he teaches first-year composition, modern and multicultural literature, and upper-level classes and graduate seminars in the history of rhetoric and teaching composition. His teaching and research focus on composition pedagogy and rhetoric and epistemology.

JEAN PETROLLE is a professor at Columbia College, Chicago, where she has served as coordinator of basic writing, Bridge coordinator, and director of composition. She coedited the anthology *Women and Experimental Filmmaking* (forthcoming) and has published in a variety of journals and anthologies about twentieth-century film, literature, and painting. Her teaching and research focus on personal narrative and the spiritual dimensions of public rhetoric.

MARTI SINGER is an associate professor of English at Georgia State University. She was formerly the director for training writing consultants for the WAC program and is currently the director for lower-division studies in English. She develops programs and resources for instructor training for nearly one hundred graduate students and visiting instructors who teach first-year composition and literature survey courses at Georgia State. In addition, she teaches advanced composition and rhetorical theory courses for both undergraduates and graduate students. Her research focuses on composition history and pedagogy, program development, and teacher beliefs.

MARY SOLIDAY is an associate professor of English at the City College of New York, where she is currently a campus coordinator of the City University of New York Writing Fellows Program. She has published articles in many composition journals and book chapters and is the author of *The Politics of Remediation: Institutional and Student Needs in Higher Education*, winner of the 2004 4Cs Outstanding Book Award.

JENNIFER WING, is a graduate student at Georgia State University, where she is a research and teaching assistant. While working as a research assistant for the WAC program, she helped to compose a handbook for WAC tutors. Currently, she is completing her Ph.D. program in nineteenth-century American literature and literary theory. Jennifer teaches composition and American literature at Georgia State and has published in American literature journals and encyclopedias.

THIA WOLF is a professor of composition studies at California State University, Chico. She has twice been a co-coordinator of the WAC program and is most recent past coordinator of the university writing center. Currently, she serves as the administrator for English composition. Her publications explore successful and unsuccessful collaborative learning strategies in classrooms across the disciplines.

CASEY YOU is a substitute teacher and a graduate of Penn State University in elementary education. She began her research for this chapter as a writing fellow at Penn State Berks and completed the project during her junior year at the University Park campus.