Developing Writers in Higher Education

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Published by University of Michigan Press


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Laura L. Aull is Associate Professor of English and Linguistics at Wake Forest University. Her work can be found in journals addressing composition studies, applied linguistics, and writing assessment, and she is the editor for Assessing Writing’s “Tools and Tech” series. Her current research focuses on corpus linguistic analysis of stance and other discourse patterns in academic genres, particularly argumentative essays, across student levels. She is the author of First-Year University Writing: A Corpus-Based Study with Implications for Pedagogy.

Anne Ruggles Gere is Arthur F. Thurnau Professor and Gertrude Buck Collegiate Professor at the University of Michigan, where she directs the Sweetland Center for Writing and serves as chair of the Joint PhD Program in English and Education. A former chair of CCC and a former president of NCTE, she is the 2018 president of MLA. She has written a dozen books and over 100 articles. In addition to research on writing development, she is engaged in a large-scale project of integrating writing-to-learn pedagogies into gateway STEM courses.

Gail Gibson is the Director of the Kessler Presidential Scholars, which provides financial, academic, and other supports to low-income and first-generation students at the University of Michigan. She earned her doctorate from the Joint PhD Program in English and Education at Michigan. Her academic research focuses on college access programs and writing instruction for students considered underprepared. She currently oversees a two-year pilot program investigating beliefs about belonging and community service among first-generation college students. A former journalist, Gibson previously served as a national legal correspondent for the Baltimore Sun.

Lizzie Hutton is Director of the Howe Writing Center and Assistant Professor of English at Miami University. Her research considers college students’ reading-writing knowledge transfer. Her current project involves a historically based retheorization of Louise Rosenblatt’s transactional theory. Also the author of a collec-
tion of poems, Lizzie has scholarly and creative work published or forthcoming in *College English*, *Journal of English Linguistics*, the *Yale Review*, and *Antioch Review*, among other journals. She received her PhD in English and Education from the University of Michigan, where she was also a longtime research assistant at the Sweetland Center for Writing.

**Benjamin Keating** is Assistant Teaching Professor of Writing at Wake Forest University. He received his PhD from the University of Michigan's Joint Program in English and Education, where he was a graduate student research assistant at the Sweetland Center for Writing. His research interests include antiracist pedagogy, collaborative learning, qualitative methods in writing research, and professional writing. Before his doctoral studies, he worked as an editor at a nonprofit focused on K–12 education policy. His current project explores disability, whiteness, and language diversity in college writing peer review.

**Anna V. Knutson** is Assistant Professor of English and Director of Composition at East Tennessee State University. While earning her doctoral degree in the Joint Program in English and Education at the University of Michigan, she served as a graduate student research assistant in the Sweetland Center for Writing. She has collaboratively authored articles published in *College English*, *Computers and Composition*, *Kairos*, and *WPA: Writing Program Administration*. Interested in writing program administration, learning transfer, and digital literacies, Anna is currently exploring writing knowledge transfer between social media and academic contexts among intersectional feminist college students.

**Zak Lancaster** is Associate Professor of English at Wake Forest University, where he teaches courses in writing and linguistics and coordinates the Writing Associates program, a WAC/WID initiative. His research focuses on the language of stance and evaluation in academic discourse, writing in the disciplines, and second-language writing. His articles have appeared in *Written Communication*, *College Composition and Communication*, and the *Journal of English for Academic Purposes*, among other interdisciplinary journals.

**Ryan McCarty** is a PhD candidate in the Joint Program in English and Education at the University of Michigan. His research investigates the learning students do when translating across the range of languages they use outside of school, at work, in their chosen majors, and across the curriculum. This research draws on his experience teaching at a multilingual high school, an urban community college, and at
the university level, as well as on several projects with undergraduate and graduate writers across the disciplines.

**Justine Post** is Assistant Professor of Rhetoric and Composition at Ohio Northern University and director of the university’s Writing Center. She completed her PhD in the Joint Program in English and Education at the University of Michigan, where she conducted a mixed-methods case study theorizing on the role of feedback in the first-year writing classroom. Her research uses qualitative and quantitative methods to explore the intersections between instructor and student perceptions and actions in the writing classroom, work that directly informs her approaches to teaching and administrating writing at Ohio Northern.

**Naomi Silver** is Associate Director of the Sweetland Center for Writing at the University of Michigan, where she teaches in the Center’s Minor in Writing and Peer Writing Consultant programs. Her research and publications focus on multimodal writing, electronic portfolios, and reflection in digital contexts. She is chair of the CCCC Committee on Computers in Composition and Communication (7Cs), and codirects the Sweetland Digital Rhetoric Collaborative. As co-investigator on the Writing Development of Undergraduates at the University of Michigan study, she participated in Cohort VI of the Inter/National Coalition for Electronic Portfolio Research.

**Sarah Swofford** is Assistant Professor of Composition and Rhetoric and the Writing Program Administrator in the Department of English, Theater, and Liberal Studies at the University of South Carolina Beaufort. She received her PhD from the Joint Program in English and Education at the University of Michigan, where she studied the influence of language ideologies in rural southern students’ transitions to college writing. Her research interests focus on influential factors in students’ transitions to college writing, rural education, first-year writing, writing pedagogy, and student writing development in and beyond their undergraduate writing experiences.

**Emily Wilson** is a PhD candidate in the Joint Program in English and Education at the University of Michigan. She works as a graduate student research assistant at the Sweetland Center for Writing. Her undergraduate degree is in education, and her master’s degree is in English. Before starting her doctoral program, she spent eleven years as a high school English teacher. Her dissertation research involves studying how literacy mediates identity for adolescents who grow up in the military.