APPENDIX Profiles

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Following are profiles of the interviewees, the “main players” in this text. Some chose pseudonyms (indicated with an asterisk in these profiles) and some gave us permission to use their real names.

MICHAEL BLITZ AND C. MARK HURLBERT

Michael Blitz is a professor of English and chair of thematic studies, John Jay College of Criminal Justice of the City University of New York. He has been a college professor for fifteen years. Prior to that, he was Toni Morrison’s Research Fellow as well as a professional researcher for William Kennedy. With C. Mark Hurlbert, Blitz has co-authored *Letters for the Living: Teaching Writing in a Violent Age* and co-edited *Composition and Resistance*. Blitz and Hurlbert have also co-authored more than a dozen articles and book chapters. Blitz has also collaborated for over ten years and on a number of articles and projects with Louise Krasniewicz, director of the Digital Archaeology Lab at UCLA. Blitz’s scholarship includes work on cultural studies, composition and rhetoric, and poetry and poetics. Currently, Blitz is working with anthropologist Kojo Dei on an article on interdisciplinary studies and writing, and, with C. Mark Hurlbert, on a composition textbook.

C. Mark Hurlbert lives in Pittsburgh, Pennsylvania, and is a professor of English at Indiana University of Pennsylvania. Mark is currently co-editing *Beyond English, Inc.: Disciplinary and Curricular Reform for the 21st Century* with David B. Downing and Paula J. Mathieu. He has also co-written *Letters for the Living* with Michael Blitz and co-edited *Composition and Resistance* with Blitz. In addition, he co-edited *Social Issues in the English Classroom* with Samuel Totten. Mark has also written or co-written articles (mostly with Michael Blitz) for *Changing Classroom Practices, Sharing Pedagogies, Stories from the Center, Cultural Studies in the English Classroom, Works and Days, Pre/Text, The Writing Instructor, English Leadership Quarterly,* and *Composition Studies*. 
MARK BONNACI AND KATHERINE JOHNSON

Bonnaci is a professor who teaches in the sociology department of a community college in western New York. He holds a Ph.D. in psychology, and one of his areas of interest is community outreach. He has traveled to Southeast Asia several times and has published a number of books, some on his experiences there, and a sociology text with Johnson. Johnson, also a professor, teaches in the same department as Bonacci, and they share an office. One of her areas of interest is social psychology. She had not published anything prior to the text she wrote with Bonacci.

LISA EDE AND ANDREA A. LUNSFORD

Lisa Ede is professor of English and director of the Center for Writing and Learning at Oregon State University, where she has taught since 1980. She has published a number of books and articles collaboratively with Andrea A. Lunsford, including *Singular Texts/Plural Authors: Perspectives on Collaborative Writing* and “Audience Addressed/Audience Invoked: The Role of Audience in Composition Theory and Pedagogy,” which won the CCCC Braddock Award in 1985. In 1985, Ede, Lunsford, and Robert Connors received the MLA’s Shaughnessy Award for editing *Essays on Classical Rhetoric and Modern Discourse*. In addition, Ede is the editor of *On Writing Research: The Braddock Essays, 1975–1998*.

Currently professor of English and director of the Stanford Program in Writing and Rhetoric, Andrea A. Lunsford has designed and taught undergraduate and graduate courses in writing history and theory, rhetoric, literacy, and intellectual property. Before joining the Stanford faculty, she was Distinguished Professor of English and director of the Center for the Study and Teaching of Writing at Ohio State University. Currently also a member of the Bread Loaf School of English faculty, Professor Lunsford earned her B.A. and M.A. degrees from the University of Florida, and she completed her Ph.D. in English at Ohio State University in 1977. Professor Lunsford’s interests include rhetorical theory, gender and rhetoric, collaboration, cultures of writing, style, and technologies of writing. She has written or co-authored thirteen books, including *The Everyday Writer; Essays on Classical Rhetoric and Modern Discourse; Singular Texts/Plural Authors;* and *Reclaiming Rhetorica: Women in the History of Rhetoric*, as well as numerous chapters and articles. Her most recent book, written in collaboration with John Ruszkiewicz and Keith Walters, is entitled *Everything’s an Argument (with Readings)*; recent essays include “Rhetoric, Feminism, and the Politics of Textual Ownership” (*College English* 61, no. 5 [May 1999]: 116) and “Collaboration and Concepts of Authorship” (with Lisa Ede), forthcoming in the May 2001 issue of *PMLA*. 
Professor Lunsford has conducted workshops on writing and program reviews at scores of North American universities, served as chair of the Conference on College Composition and Communication and chair of the Modern Language Association Division on Writing, and as a member of the MLA executive council.

ROJA GRANT* AND EMILY HUI*

Grant is an assistant professor of mathematics at an urban comprehensive four-year college. She has a Ph.D. in mathematics education and her area of interest is international and multicultural mathematics education. Grant listed three publications on her curriculum vitae, all of which are co-authored, and one of which was co-authored with Hui. She also wrote two grants with Hui and one with other co-authors. Hui is a mathematics instructor at a rural comprehensive four-year college. She also has a Ph.D. in mathematics education and her areas of interest include the social context of teaching and learning, and learners with special needs. Hui listed four publications, all of which are co-authored.

ELIZABETH KENT* AND MATTHEW OLDMAN*

Kent teaches at a four-year comprehensive private university. She has a Ph.D. in psychology and was hired by the education department for her expertise in learning theory. Two of her publications were co-authored with Oldman. Oldman teaches in the education department at the same institution as Kent. He holds an Ed.D. and teaches primarily pre-service teachers; his area of expertise is cooperative learning. He has published a textbook and several articles, three of which were co-authored.

JULIE KNIGHT* AND GILBERT ADAMS*

Knight is an associate professor at a mid-sized urban comprehensive four-year college. She has an Ed.D. in educational psychology, and has published thirty books, chapters, and articles. Twenty of those were co-authored, and of those, three (a text and proceedings that became chapters in books) were co-authored with Adams. Adams is chair of the department in which he and Knight work together. He has a Ph.D. in organizational psychology and has published twenty-eight books, articles, and chapters; twenty of those were co-authored.

KAREN O’QUIN AND SUSAN P. BESEMER

O’Quin is a professor in the Department of Psychology at a mid-sized urban comprehensive four-year college. She has a Ph.D. in social psychology and is
particularly interested in gifted education. She lists twenty-three publications, twenty-two of which were co-authored, and four of which were written with Besemer. At the time of this study, she and Besemer were working on an article which they had been invited to write for the *Encyclopedia of Creativity*. Besemer was the director of libraries at a small four-year comprehensive college (a different institution from O’Quin) at that time, and she was working on a Ph.D. from a Norwegian university. Her area of interest is creativity assessment. She lists twenty-seven publications, fourteen of which were co-authored (one with her daughter).

**Cybil Pike*, Alexander Davis*, and Ben Ellison*

Pike is a professor in the history department of a large comprehensive university. She is especially interested in issues of gender and race. She had published numerous books and articles, both singly and collaboratively, before she began to work with Davis and Ellison. Davis is a professor in the same department as Pike. He, too, focuses on gender and race. He had singly published a couple of articles before he began his work with Pike and Ellison. In addition to their scholarly work, he and Pike are both published poets. Ellison was a graduate student in the department in which Pike and Davis teach. His scholarly foci are community and ecological issues. He had not published before he began the co-authored project with Davis and Pike.

**Duane Roen and Stuart Brown**

Duane Roen is professor of English at Arizona State University, where he currently directs the Center for Learning and Teaching Excellence. After teaching in a Wisconsin high school for five years, he began university teaching in 1977. All six of his books and approximately seventy percent of his 140 or so chapters, articles, and conference papers have been collaborative projects. His current projects—all collaborative—focus on gender in the classroom, the scholarship of teaching, and the scholarship of writing program administration.

Stuart C. Brown is associate professor of rhetoric and professional communication in the English department at New Mexico State University, where he teaches history and theory of rhetoric, communication ethics, rhetorical criticism, and environmental rhetoric. He is currently the writing program director and associate department head. Publications include *Defining the New Rhetorics* (1993) and *Professing the New Rhetorics* (1994), both co-edited with Theresa Enos; reports on doctoral programs in rhetoric and composition for *Rhetoric Review* (spring 1994, spring 2000); *Green Culture: Rhetorical Analyses of Environmental Discourse* (1996), co-edited with Carl Herndl; and the advanced composition textbook *The Writer’s Toolbox* (with Robert Mittan and

**JAMES AND KATHLEEN STRICKLAND**

Kathleen and James Strickland teach undergraduate and graduate students at Slippery Rock University of Pennsylvania, a mid-sized comprehensive four-year university in the northeast. Kathleen, a veteran of twenty-two years of teaching, is currently a professor in the College of Education and teaches reading and language arts. Jim, a professor in the English department, has taught first-year college composition in addition to courses focusing on rhetoric and the teaching of writing and literature for thirty-one years. Together, they have co-authored several books and articles on literacy in a transactional classroom, including their well-received books about assessment and evaluation, *Reflections on Assessment* (1998) and *Making Assessment Elementary* (2000). In addition, they are currently working on a major revision of their 1993 work, *Un-covering the Curriculum*, which will appear in 2002 as *Engaged in Learning*. Individually, Jim published *From Disk to Hard Copy* in 1997, a resource for teachers interested in using computers in the teaching of writing, and Kathleen published *Literacy Not Labels* in 1995, the story of how special education students became readers and writers, each of whom had been given an educational label, ranging from “learning disabled” to “educably mentally retarded.” Both hold Ph.D. degrees in rhetoric and linguistics from Indiana University of Pennsylvania.