

## ABOUT THE AUTHORS

**Tracey Baker** has directed the English Resource Center at UAB for more than 20 years, where she teaches composition and trains tutors. Her articles have appeared in *Journal of Business and Technical Communication*, *The Writing Center Journal*, *The Writing Lab Newsletter*, *Journal of Advanced Composition*, *Journal of Basic Writing*, and additional work in students' first-year writing reflections appears in *TETYC*.

**Steve Ferruci** is an assistant professor of English at Eastern Connecticut State University where he teaches courses in writing, rhetoric, and composition theory. He has published essays in *English Education* and *The Writing Instructor*, and with Susan DeRosa has a book chapter in *The Writing Center Director's Resource Book* (forthcoming). He has a long-standing fascination with all things apocalyptic.

**Charles J. Garcia** has taught at Erie Elementary in Erie, Colorado for the past 29 years. Twenty-six of those years were spent in third grade, and he is currently teaching fourth grade. Charles loves learning about the writing process right alongside his students. He can be contacted at [garciacharlie@stvrain.k12.co.us](mailto:garciacharlie@stvrain.k12.co.us) if you wish to send comments or ideas.

**Mary M. Reda** is an assistant professor of English at CUNY/College of Staten Island, teaching a range of composition, literature, and graduate composition theory courses. She also serves as the Co-Coordinator of Writing. She is currently completing a book-length study of quiet students. Her research interests include composition pedagogy, particularly students' resistances to writing and the uses of writing in literature-based classes. She would like to thank Susan Kirtley and Kate Dionne for their feedback on the drafts of this essay. This work was

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**Andrea Smith** lives in Swarthmore, PA with her husband Mike and two children, Grace and Aidan. She came to teaching as a second career after practicing law. Ms. Smith's parents were both educators who believed in the value of the young voice and introduced her to poetry at an early age. Andrea teaches first grade at Greenwood Elementary in Kennett Square, PA.

**Alyson P. Tregidgo** is a Senior Research Assistant for the Center for New Constructs in the Research and Development Division at Educational Testing Service. She studies learner characteristics, such as personality, creativity, and attitude, in relation to the educational environment.

**Jody S. Underwood** is a Development Scientist for the Center for Assessment Innovations and Technology Transfer in the Research and Development Division of Educational Testing Service. She designs new products for ETS that focus on presenting informative feedback about performance to education stakeholders, including students, parents, and teachers.

## ANNOUNCEMENTS

### **Call for Participation: The Writing Centers Research Project Survey for AY 2005-2006.**

Beginning September 1, 2006, the Writing Centers Research Project (WCRP) will conduct its fourth biennial survey to collect benchmark data on writing centers. The WCRP requests that all writing center directors visit its web site, [www.wcrp.louisville.edu](http://www.wcrp.louisville.edu), and either complete the survey online or download a printable version to complete by hand. Participants may also request a hard copy of the survey.

Questions about the survey or requests for hard copies should be directed to Stephen Neaderhiser, [senead01@louisville.edu](mailto:senead01@louisville.edu) or The Writing Centers Research Project, 312 Ekstrom Library, University of Louisville, Louisville, KY 40292. Please complete the survey by Friday, October 20, 2006.

**Journal of the Assembly for Expanded Perspectives on Learning (JAEPL)**

Dedicated to teaching and learning beyond traditional disciplines and interests, *JAEPL* invites submissions for its thirteenth annual issue. We solicit theory-grounded manuscripts that explore teaching and learning beyond traditional disciplines and methodologies.

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