

ABOUT THE AUTHORS

Andrew Bouelle earned his Ph.D. in composition and rhetoric from the University of Nevada, Reno. He teaches first-year composition, cross-cultural writing, and other English courses at Arizona State University's Downtown Phoenix Campus.

Kelly S. Bradbury is assistant professor of English and Deputy Director of the Writing Program at the College of Staten Island, CUNY. Her areas of specialization include composition theory, history, and pedagogy; literacy studies; and community outreach. She has published pieces in *Harlot: A Revealing Look at the Arts of Persuasion*, *Academic Exchange Quarterly*, and Cambridge Scholars Press' edited collection *American Popular Culture: Historical and Pedagogical Perspectives*. She has an article forthcoming in *Community Literacy Journal*.

Emily J. Isaacs is associate professor of English at Montclair State University, where she teaches first-year writing students and pre- and in-service middle, high school and college writing teachers. Her research is focused on writing assessment, writing program administration, and teacher education and pedagogy. Her essays have appeared in *College English*, *Pedagogy*, and *Writing Center Journal*, and in several book collections. She is co-editor of *Public Works: Student Writing as Public Text*.

Mary Powell lives in Phoenix, Arizona. She has taught high school English for ten years. She is earning her Ph.D. in English education from Arizona State University. Her dissertation examines the impact of participating in a writing community on novice English teachers' identities. Her passions include teaching, reading, writing, eating great Mexican food, and hiking in the wilderness.

Chad Rohrbacher is assistant professor at North Carolina Agricultural and Technical University, where he serves as the Director of Basic Writing. He is interested in assessment and interdisciplinary education. Recently, he and a colleague in biology were awarded two grants to develop significant and sustainable connections between general education biology students and English (both in content and practice). This year, his article, "Using Clickers in an English Composition Class," was included in the book *Quick Hits: Teaching With Technology*, published by Indiana University Press.

Rosalyn H. Zigmond serves on the faculty of the University of Colorado Boulder's Program for Writing and Rhetoric, where she teaches online and face-to-face writing courses and facilitates professional development workshops at national conferences. She holds a Ph.D. in Education, specializing in teaching writing, problem-based learning, and critical thinking.