

Contributors

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Doug Downs is Associate Professor of Writing and Rhetoric at Montana State University, founder of its Writing major, and was Director of its Core Writing Program from 2013 to 2018. He served as Editor of *Young Scholars in Writing*, the national journal of undergraduate research in rhetoric and writing studies, from 2015 to 2020. Downs researches conceptions of writing, student reading, and writing pedagogy. With Elizabeth Wardle, he is co-author of the textbook *Writing about Writing* and a foundational 2007 *College Composition and Communication* article on Writing About Writing. He is a co-editor of *Next Steps: New Directions for / in Writing about Writing* (2019), and has published numerous chapters and articles on FYC, writing pedagogy, student reading practices, undergraduate research, and the disciplinarity of writing studies.

Howa Furrow is a part-time faculty member at Georgia Perimeter College. Her work has previously appeared in *Journal of Ethnographic & Qualitative Research*.

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Jo-Anne Kerr is Professor Emerita at Indiana University of Pennsylvania, where she taught composition and English education courses. She has co-edited, with Linda Norris, *Thinking Like a Teacher: Preparing New Teachers for Today's Classrooms*.

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Duane Roen is Professor of English at Arizona State University, where he currently serves as Dean of the College of Integrative Sciences and Arts and Vice Provost of ASU's Polytechnic campus. His most recent books include the 4th edition of *The McGraw-Hill Guide: Writing for College, Writing for Life*, co-authored with Greg Glau and Barry Maid, and *Contemporary Perspectives on Cognition and Writing*, co-edited with Patricia Portanova and Michael Rifenburg.

Liane Robertson is Associate Professor, Director of Writing Across the Curriculum, and Director of the University Core Curriculum at William Paterson University of New Jersey. She is co-author of the award-winning *Writing Across Contexts: Transfer, Composition, and Sites of Writing* (2014). Her most recent work on knowledge transfer appears in *College Composition and Communication* (2019), *The WAC Journal* (2018), *Composition, Rhetoric, and Disciplinarity* (2018), and *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education* (2017).

Martha Wilson Schaffer is Associate Director of Composition at Case Western Reserve University, where she coordinates and teaches in the Foundational Writing Program. She has presented at the Conference on College Composition and Communication and the Feminisms and Rhetorics Conference, as well as the International Conference on Writing Analytics. Her current research projects include programmatic assessment of first-year writing learning outcomes and teaching and a study of how computer-enhanced textual analytics can help us to understand student reflective essays in electronic portfolios.

Helen Collins Sitler is Professor Emerita at Indiana University of Pennsylvania, where she taught composition and English Education courses. Her publications include "Writing Like a Good Girl," winner of the *English Journal* Edmund M. Hopkins award.

Michelle Stuckey is Writing Program Administrator for the Writers' Studio at Arizona State University, where her teaching and research focus on increasing equity, inclusion, and accessibility in post-secondary education, digital literacy, and community-based writing. Her work, co-authored with Zachary Waggoner and Ebru Erdem, appears in *Catalyst in Action: Case Studies in High Impact ePortfolio Practice*.

Kara Taczak is Teaching Associate Professor at the University of Denver, where she also directs Faculty Development and ePortfolio Initiatives. She is the current co-editor of *Composition Studies*, and her work has appeared in *College Composition and Communication*, *The WAC Journal*, *Composition Forum*, *Teaching English in a Two-Year College*, and *Across the Disciplines*. Her co-authored book, *Writing across Contexts: Writing, Transfer, and Sites of Writing* received the 2015 CCCC Research Impact Award and the 2016 CWPA Book Award.

Melissa Williamson is a writing professor at Great Bay Community College in Portsmouth, NH and University of Massachusetts, Lowell. She earned a Ph.D. in Curriculum and Instruction from Arizona State University. Her research focuses on first-year composition students' writing processes.

Kathleen Blake Yancey is Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University. Her most recent books include *Writing Across Contexts: Transfer, Composition, and Sites of Writing*, co-authored with Liane Robertson and Kara Taczak; *Assembling Composition*, co-edited with Stephen J. McElroy; the edited *A Rhetoric of Reflection*; and the edited *ePortfolio-as-Curriculum*.