

# ABOUT THE AUTHORS

**Kathryn T. Flannery** is Associate Professor of English at Indiana University, Bloomington where she teaches composition and literature. She is currently working on a study of the emergence of activist literacies as part of what Adrienne Rich called the “Women’s University-Without-Walls” in the late 1960s and early 1970s. Her publications include *The Emperor’s New Clothes: Literature, Literacy and the Ideology of Style* and articles on teacher education, literacy theory, and writing pedagogy.

**Patricia Shelley Fox**, a former middle school teacher, is Assistant Professor of English and Director of the Coastal Georgia Writing Project at Armstrong Atlantic State University, Savannah, Georgia, where she teaches undergraduate courses in basic writing, composition, and literature and graduate courses in teacher education and teacher research. A member of the National Writing Project Task Force, coordinator of the NWP Teacher Exchange Program, and former NCTE Teacher-Researcher, she has presented workshops and papers at CCCC, NCTE, IRA, and other state, regional, and international conferences. Her most recent work appears in the Heinemann collection *Narration as Knowledge: Tales of the Teaching Life*.

**Ellen Gardiner** is Assistant Professor of English at the University of Mississippi. Gardiner’s journal essays include “Peter Elbow’s Rhetoric of Reading” in the Spring 1995 *Rhetoric Review*, and “Writing Men Reading in Charlotte Lennox’s *The Female Quixote*” in a 1996 issue of *Studies in the Novel*. Her book *Regulating Readers: Gender and Literary Criticism in the 18th-Century Novel* is forthcoming from the University of Delaware Press.

**Bonnie Hain** is English Department chair and reading specialist at Deer Park Middle Magnet School in Baltimore County, Maryland. Besides having published essays on composition and rhetoric and eighteenth-century British studies, Hain is currently coediting a collection of essays with Richard Louth entitled *Conflict and Consensus in the Portfolio Movement* (under submission, NCTE).

**Janis Tedesco Haswell** is Assistant Professor working as the “generalist” in the English Department at Texas A & M University–Corpus Christi. She has published books on W.B. Yeats (1997) and Paul Scott (1985) and articles in *Assessing Writing* (1996), *College Composition and Communication* (1995), *Rhetoric Review* (1991), *Rocky Mountain Review* (1993), *Western Humanities Review* (1985), and *Yeats Annual* (1994).

**Ruth Mirtz** is Assistant Professor and Director of the First Year Writing Program at Florida State University. She coauthored two articles on small groups with Robert Brooke and Tom O'Connor, and coauthored *Small Groups in Writing Workshops: Invitations to a Writer's Life* (NCTE, 1994) with Robert Brooke and Rick Evans. She has published articles in *Composition Studies* and has chapters in *Genre and Writing* (Boynton/Cook Heinemann, 1997) and *Elements of Alternate Style* (Boynton/Cook Heinemann, 1997).

**Roger Ochse** (pronounced “Oaks”) is Associate Professor of English and Director of Writing at Black Hills State University. His publications have focused on supplemental instruction, critical thinking, and collaborative learning. His most recent article, “Leadership in the Outback: An Experiment with Tutoring in the University Extension,” appeared in the February 1998 issue of *English Leadership Quarterly*.

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