



The Harbrace Guide to Writing Advisory Panel

Think rhetorically. Act locally.

We are pleased to introduce you to ***The Harbrace Guide to Writing Advisory Panel***. Members of the panel represent a wide range of schools and programs and speak from various types and degrees of teaching experience. They are active in the field of rhetoric and composition and assisted the author in her effort to anticipate what students at varying levels would need to understand concepts such as the rhetorical situation, genres, and academic writing. In short, they helped the author *act locally*. Participating in a variety of activities throughout the development process, panel members helped both theorize (with classical rhetoric and genre studies) and apply (through activity suggestions and unique ideas for reaching the kinds of students they teach) the author's message about the rhetorical situation. We thank them for their efforts, their enthusiasm, and their support.



Anis Bawarshi, University of Washington

Anis Bawarshi is Associate Professor of English and Director of the Expository Writing Program at the University of Washington. He teaches a range of graduate and undergraduate courses in composition theory, genre theory, discourse analysis, rhetoric, and language policy. His publications include *Genre and the Invention of the Writer: Reconsidering the Place of Invention in Composition* (2003); *Scenes of Writing: Strategies for Composing with Genres* (2004; with Amy J. Devitt and Mary Jo Reiff); *A Closer Look: A Writer's Reader* (2003; with Sidney I. Dobrin); and articles in *College English*, *JAC*, and *The Writing Center Journal*.



Emily Bobo, Ivy Tech Community College

Having served on the faculties of several universities, Emily Bobo has had over twenty creative works published in various national literary journals and has performed her work in New York, Colorado, Nebraska, Kansas, and New Mexico. She holds an MFA from Wichita State University and a Ph.D. from the University of Kansas. She currently resides in Bloomington, Indiana, where she teaches Expository and Creative Writing at Ivy Tech Community College.



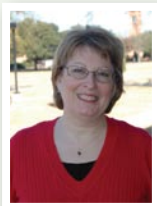
Lahcen E. Ezzaher, University of Northern Colorado

Lahcen E. Ezzaher is Director of the Composition Program at the University of Northern Colorado in Greeley, where he also teaches advanced composition and the history and theory of rhetoric and composition. His research interests include the history & theory of rhetoric and composition, theories of discourse, and translation studies (English, Arabic, and French).



Clint Gardner, Salt Lake Community College

Clint Gardner, M.A., is the Coordinator of the Salt Lake Community College (SLCC) Student Writing Center in Salt Lake City, Utah. He currently serves as Past President of the International Writing Centers Association (IWCA), having served as President from 2005 to 2007. His writing center research and development include the work of peer writing consultants (tutors) in a community college writing center and the use of online resources to bring writing center services to those who cannot attend the Student Writing Center in person. Clint teaches college composition and literature with a particular interest in discourse studies and genre theory.



Annie Olson, LeTourneau University

Annie Olson is Chair of the Department of English and Associate Professor of Rhetoric at LeTourneau University in Longview, Texas. Her primary teaching focus is first year writing, but she also teaches courses such as Digital Literature and Writing for Digital Media within the university's Digital Writing major. Annie's research interests include writing and learning with technology and online learning. Apart from work, Annie enjoys being a grandmother and spending time gardening in the great Texas sunshine.



Susan Romano, University of New Mexico, Albuquerque

Susan Romano (Ph.D. University of Texas at Austin) is an Associate Professor of English at the University of New Mexico, Albuquerque, where she teaches composition and rhetoric history, theory and practice. She is currently writing about the proliferation of diverse teaching cultures in post-conquest Mexico. Publications include "The Egalitarianism Narrative: Whose Story, Which Yardstick?" (1993 Ellen Nold Award); "On Becoming a Woman: Pedagogies of the Self" (1999); "Tlaltelolco: The Grammatical-Rhetorical *Indios* of Colonial Mexico" (2004 Richard Ohmann Award); and "The Historical Catalina Hernández: Inhabiting the Topoi of Feminist Historiography" (2007). Her book project is titled *Receiving and Producing Rhetoric's Resources: The Teaching Cultures of Colonial Mexico*.



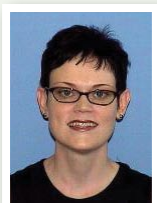
Matthew W. Schmeer, Johnson County Community College

Matthew W. Schmeer is an Associate Professor of English at Johnson County Community College in Overland Park, Kansas, where he teaches a variety of writing courses. He also edits *Poetry Midwest*, an online literary journal, and contributes book reviews to "The Great American Pinup," *Sentence*, and *Verse*. He holds an MFA in Creative Writing from the University of Missouri at St. Louis. His creative work has appeared in numerous small press literary journals and anthologies, both in print and online. He has presented various workshops and seminars on online publishing, composition, and creative writing pedagogy at the annual conferences of the Southwest/Texas Popular Culture Association/American Culture Association, TYCA-Midwest, TYCA-Southeast, and The Philological Association of the Carolinas.



Deborah Coxwell Teague, Florida State University

Deborah Coxwell Teague currently serves as Director of Florida State University's First Year Composition Program. In this capacity she is involved in the training and supervision of around 135 individuals who teach approximately 450 sections of first year composition annually. She has also taught writing at both the high school and community college levels, and served as Director of FSU's Reading/Writing Center for four years. Deborah holds undergraduate degrees in English Education and Journalism, a Master's Degree in Reading and Language Arts, and a Ph.D. in Composition/Rhetoric. Her research interests lie in teacher training and teaching composition. Her publications include *Finding Our Way: A Writing Teacher's Sourcebook*—a book that explores seldom-discussed issues in teacher training—coauthored with the late Wendy Bishop.



Elizabeth Wardle, University of Dayton

Elizabeth Wardle, Ph.D., is Assistant Professor and Director of Writing Programs at the University of Dayton where she regularly teaches first year composition, composition theory, rhetorical criticism, medical writing, and professional communication courses. In her scholarship she asks how research about writing informs classroom practice, how writing classroom experience informs the writing students do in other contexts, and how the institutional status of the discipline of Writing Studies affects classroom and program practices. She has published in *College Composition and Communication*, *Technical Communication Quarterly*, *Across the Disciplines*, and *WPA Journal*, among others.