

# Contributor Biographies

**Gena Bennett** has been working with English language learners for more than ten years in a variety of instructional settings. She received her PhD from the University of Birmingham, U.K., and her current interests include teacher training, corpus linguistics, second language writing, and their intersections and classroom applications. Gena has published extensively, including a recent book from the University of Michigan Press: *Using Corpora in the Language Learning Classroom* (2010).

**Joel Bloch** has a PhD in Rhetoric from Carnegie Mellon University and taught composition and composition theory at The Ohio State University. He has published two books, *Technologies in the Second Language Composition Classroom* (University of Michigan Press) and *Plagiarism, Intellectual Property, and the Teaching of L2 Writing* (Multilingual Matters). His research has appeared in the *Journal of Second Language Writing*, *English for Specific Purposes*, and *Language Learning and Technology* as well as in chapters in books on academic writing, plagiarism, and technology and literacy. He serves on the editorial boards of the *Journal of Second Language Writing* and *TESOL Quarterly*.

**Kristi Costello** is the director of Writing Program and Writing Center at Arkansas State University. In 2009, Costello earned her PhD in Creative Writing from Binghamton University, with concentrations

in writing program administration, writing and rhetoric studies, creative non-fiction, and poetry. For the last ten years, she has taught writing and worked to serve traditionally marginalized student populations, working closely with English as a Second Language and various components of TRIO, including Gear Up, Upward Bound, Student Support Services, and the Educational Opportunity Program. Costello is a participating researcher on the Citation Project and, along with Dr. Mark Brantner and Dr. Kelly Kinney, is a recipient of a 2010–2011 Conference on College Composition and Communication Certificate of Writing Program Excellence.

**Vanessa Cozza** is an Assistant Professor of English at Washington State University, Tri-Cities, where she teaches the first-year writing course for multilingual writers and advanced rhetoric courses. She earned her PhD in Rhetoric and Writing at Bowling Green State University. Her research interests include Latino/a students' experiences in higher education and first-year writing courses, language diversity and pedagogy, cultural differences between immigrant parents and U.S.-born/educated children, faculty and curriculum development, and activist rhetoric. She is a co-authored of "WAC/WID Campus Concerns: 'Growing Pains' or Perspectives from a Small Branch Campus," in *Across the Disciplines Special Issue: WAC/WID Program Administration at Rural, Regional, and/or Satellite Institutions*, 2014.

**Cathryn Crosby** is currently faculty in the English Language Institute at the University of Delaware, where she teaches English for Academic Purposes. Recent publications include "Service-eLearning in TESOL Teacher Preparation," *Ohio TESOL Journal* (Winter, 2014); "Integrating Service-Learning into a Course on Teaching English Language Learners," *PACTE Journal*, (Fall 2014); and "Developing Global Literacy Skills of K-12 Content-Area Teachers of English Language Learners (ELLs) through Service-Learning," in *Promoting Global Literacy Skills through Technology-Infused Teaching and Learning*, IGI-Global Publishing (2014). Her publications on U.S.-educated writers include "Academic Literacies and Identities

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of Developmental Immigrant Students,” in *Research and Teaching in Developmental Education* (2010) and “Academic Reading and Writing Strategies of Generation 1.5 Learners,” in Roberge, Siegal, and Harklau’s *Generation 1.5 in College Composition: Teaching Academic Writing to U.S.-Educated Learners of ESL* (2009).

**Gita DasBender** is the coordinator of Second Language Writing in the Department of English at Seton Hall University, where she teaches first-year writing for multilingual students, upper-level writing courses, and other writing-intensive courses. She received her PhD from New York University in English Education with an emphasis on Composition Studies and Second Language Writing. She has published on assessment and directed self-placement of multilingual students, on critical thinking in composition, and on teaching literature in the writing class. Additional research interests include writing transfer of multilingual students and threshold concepts in writing. Her book, *Language: A Reader for Writers*, was published by Oxford University Press (2013). As the recipient of a Fulbright Specialist grant, Gita worked with college English faculty in the Hanoi area of Vietnam in the spring of 2013.

**Luciana C. de Oliveira** is associate professor in the Department of Teaching and Learning at the University of Miami, Florida. Her research focuses on the role of language in English Language Learners’ (ELLs) studying in the content areas and teacher preparation for ELLs. Her work has appeared in *Teachers College Record*, *Journal of Teacher Education*, *Journal of Second Language Writing*, *Journal of English for Academic Purposes*, *English Education*, and other books and journals. Her latest books include *L2 Writing in Secondary Classrooms* (co-edited with Tony Silva; Routledge, 2013), *Genre Pedagogy Across the Curriculum: Theory and Application in U.S. Classrooms and Contexts* (co-edited with Josh Iddings; Equinox Publishing, 2014), and a five-book series focusing on the Common Core State Standards and English Language Learners (TESOL Press, 2014–2016).

**Dana R. Ferris** is a Professor in the University Writing Program at the University of California, Davis, where she directs the writing program. She has been teaching L2 writers in California since 1983 and has worked extensively with Generation 1.5 students over the years. Her previous work on this topic includes a chapter in the landmark 1999 collection *Generation 1.5 Meets College Composition* (Harklau, Losey, & Siegal, Eds., Erlbaum) and her own 2009 book, *Teaching College Writing to Diverse Student Populations* (University of Michigan Press). She also has done extensive research on response to L2 writers, including the specialized topic of error correction. In addition to her teaching, research, and writing, she is the founding editor of the *Journal of Response to Writing*.

**Joanne Baird Giordano** is the Developmental Reading and Writing coordinator for the University of Wisconsin Colleges (a state-wide, two-year institution) and a senior lecturer at the University of Wisconsin–Marathon County. She has graduate degrees in English and TESOL from Brigham Young University. Her research interests focus on the experience of students at open-access institutions, especially multilingual writers and significantly underprepared students. Her work with Holly Hassel has appeared in *College English*, *Open Words: English and Access Studies*, and *Teaching English in the Two-Year College*.

**Myra M. Goldschmidt** is an associate professor of Linguistics and English at Penn State University, Brandywine campus. She received her PhD from the University of Pennsylvania in Educational Linguistics and her Master's from Penn in TESOL. She co-authored the book *Teaching Developmental Immigrant Students in Undergraduate Programs: A Practical Guide*, published by University of Michigan Press (2011). She has also written several articles in peer-reviewed journals and has presented papers at conferences throughout the world.

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**Anna Grigoryan** is completing an EdD in Educational Technology at Pepperdine University. She has taught English Composition through online and hybrid formats at DeVry University, University of Maryland University College, Kaplan University, and Excelsior College. Her research interests include best practices of teaching composition online, feedback in online instruction, creating interactive and collaborative online environments, and instructional design in composition courses. She has taught EAP at various post-secondary institutions in Kazakhstan, Turkey, Brazil, and the U.A.E.

**Holly Hassel** is professor of English and Women's Studies at the University of Wisconsin–Marathon County. She earned her PhD from the University of Nebraska–Lincoln. Her research interests include the scholarship of teaching and learning, student academic success in open-admission institutions, and feminist pedagogy and theory. Her work with Joanne Giordano has appeared in *College English*, *Open Words: English and Access Studies*, and *Teaching English in the Two-Year College*.

**Sunny Hyon** is a professor in the English Department at California State University, San Bernardino, where she teaches Linguistics and Composition. Sunny completed her PhD in linguistics at the University of Michigan under the mentorship of Professor John Swales. Her research interests include evaluative discourse, genre theory, and the intersections between L1 and L2 composition. Her work has appeared in *English for Specific Purposes*, *TESOL Quarterly*, *Journal of Second Language Writing*, and *Applied Linguistics*.

**Debbie Lamb Ousey** coordinates the Writing Studio and co-coordinates of the American Studies Course Cluster for Multilingual Students at Penn State–Brandywine, where she creates and teaches courses for immigrant students in writing, grammar, college study skills, and reading/writing/film. She co-authored the book *Teaching Developmental Immigrant Students in Undergraduate Programs: A Practical Guide* (University of Michigan Press, 2011) and has published in *Research and Teaching in Developmental Education*.

She presents frequently on best practices for teaching immigrant students and has been a long-time board member of PennTESOL-East, an affiliate of International TESOL.

**Kristiane M. Ridgway** is a Professor at College of San Mateo, where she primarily teaches ESL composition and grammar courses and serves as the lead faculty for the Grammar and Editing Workshops for Multilingual Students. She serves as Basic Skills Coordinator and as Reading and ESL Center faculty co-leader. Her interests include lexical grammar, editing pedagogy and practice, content-based instruction, reading-writing connections, and academic integration for multilingual students. She is author of *Mark It! Catching and Correcting Sentence-Level Errors*. She has served as *The CATESOL Journal* book review editor and as a member of the Alliance for Language Learners' Integration, Empowerment and Success (ALLIES). Before pursuing her teaching career, she worked as a newspaper reporter/editor.

**Shawna Shapiro** is assistant professor of Writing and Linguistics at Middlebury College in Vermont. She teaches courses in Composition, Linguistics, and Education. She has facilitated workshops for secondary and post-secondary teachers in the U.S., as well as in Chile, Pakistan, and Taiwan. Her research focuses on college preparation, access, and achievement for multilingual students, as well as on interdisciplinary approaches to teaching academic literacy. She has presented at a number of national conferences, and her work has appeared in *TESOL Quarterly*, *Research in the Teaching of English*, *Teaching and Teacher Education*, and other journals. She has also published chapters in edited collections from TESOL, Routledge, and Parlor Press. Her co-authored book, *Fostering International Student Success in Higher Education* (TESOL Press), was released in August 2014.

**Paul Shovlin** spent two years in the Peace Corps in Eastern Europe teaching English as a Foreign Language. Afterward, he taught adult immigrants vocational English in New York City. In 2009, he completed his PhD in Rhetoric and Composition at Ohio Uni-

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versity, specializing in critical pedagogical interpretations of the integration of new technologies in writing instruction. At Binghamton University, Paul has concentrated on serving developing writers, particularly through his work teaching for Upward Bound's summer component at Ohio University. When not focusing on research related to rhetoric or composition, he conducts critical analyses of pulp fiction.

**Megan Siczek** is an Assistant Professor in the English for Academic Purposes (EAP) program at the George Washington University in Washington, DC, and coordinates instruction at the undergraduate level. She has a Bachelor's degree in Political Science and History, a Master's degree in Teaching English as a Second Language, and a doctorate in Educational Policy Studies. Her research interests include the internationalization of higher education, English as a global language, and second language writing. She has held previous teaching positions at Korea University in Seoul, Korea, and at the University of North Carolina, Charlotte.