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# Contributors

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***Matthew Christensen*** received his M.A. in Literature in May 2005. The title of his thesis is “Resonant Ambiguity in Christina Rossetti’s ‘Goblin Market.’” Matt currently works as a legal website content writer for Thomson-West’s FindLaw project. In January 2006, Matt will be moving to Utsunomiya, Japan, to teach English for the Aeon Corporation. Eventually, Matt will pursue a Ph.D. in Victorian Literature, concentrating either on Christina Rossetti or Wilkie Collins.

***William D. Dyer*** has been teaching humanities, literature, and composition courses at Minnesota State University, Mankato, since 1981. A Ph.D. from the University of Massachusetts at Amherst, his research interests include Latin American literature, Dickens, Shakespeare, Writing Across the Curriculum, and Collaborative Learning. He serves on the board of the National Association for Humanities Education.

***Scott Hall*** teaches Honors British Literature and Poetry at Irondale High School in New Brighton and served as chair of Irondale’s English Department. He also has been teaching Composition and Children’s Literature at Anoka Ramsey Community College since 2001. His interests include Tolkien, Vietnam memoirs, multicultural literature, Folklore/Folk Songs, Johnny Cash, Nick Cave, Elvis Costello and his Harley Davidson.

**Chad Kuyper** is in his second year of graduate studies pursuing an M.A. in Literature at Minnesota State University, Mankato, where he serves as a T.A. mentor to four first-year composition composition instructors. Chad holds a B.S.T. in French and is currently seeking high school licensure in both English and Speech. Previous teaching experience as an undergraduate at MSU includes intermediate French and Western Humanities. His Master's thesis explores the pedagogical challenges of teaching Racine's *Phedre* in the high school.

**Amy LaCrosse and Alice Rivard** both teach at City Academy High School in St. Paul. Besides their teaching, both continue to collaborate on research related to language curriculum modification.

**Judi Landrum** is Professor of Education and Director of the Masters of Arts in Teaching Program at Bethel University. She teaches/has taught courses in young adult literature; methods of teaching writing, K-12; methods of teaching English; rhetorical theory; and various writing classes. Her research interests include a myriad of issues surrounding writing instruction practices, young adult literature, and secondary reading instruction practices.

**Michael O'Hearn** received his M.F.A. in Creative Writing from Minnesota State University, Mankato, in the spring of 2005. Concentrating in fiction writing, Michael wrote a creative thesis comprised of a book-length collection of short stories. He lives now in Connecticut with his wife, where he is pursuing teaching, editing, and free-lance writing opportunities. A story of his was recently published in *Greensboro Review* (the University of North Carolina).

**Faith Wallace**, Ph.D., is an Assistant Professor of Adolescent Education and Literacy at Kennesaw State University, Georgia. Dr. Wallace has been an active member of the Univer-

sity System of Georgia's Reading Consortium for over five years. Her research interests include content area literacy, adolescent literature, and professional development of literacy teachers. Dr. Wallace is co-editor of *Current Issues in Middle Level Education*, the publication of the National Association of Professors of Middle Level Education. She is also the editorial assistant for *SIGNAL* Journal, a national journal for young adult literature.

***Dr. Dwight C. Watson*** is presently an Associate Professor of Education at Hamline University and chair of the Department of Education in the College of Liberal Arts. Besides administration, his instructional responsibilities include teaching Theory to Practice, Educational Psychology, Education and Cultural Diversity, Elementary Literacy, and Literacy in the Middle and High School courses. Besides conducting research in curriculum integration, curriculum reform, conflict resolution, and cultural diversity, Dr. Watson conducts numerous local, state, national, and international workshops on his research interests as well as in the areas of reading and writing literacy.

