
Contributors

Michael LoMonico is the Senior Consultant for National Education at the Folger Shakespeare Library in Washington, D.C. He oversees the National Festivals Project Outreach, presenting teacher-training workshops around the country. He also directs the NEH-sponsored “Teaching Shakespeare” institutes and develops initiatives for web-based education. He is the author of *Shakespeare 101*, the founding editor of Shakespeare magazine, and teaches at SUNY-Stony Brook in the Professional Education program.

Elizabeth McCullough earned her Master’s Degree from Minnesota State University, Mankato in July 2006. Her special interest is Irish literature, in particular literature about the “Troubles”. During her stay at MSU, she worked as editorial assistant for four years at TESOL Journal under previous editor Steve Stoyanoff.

Peter Henry has been a teacher for twenty years, mostly in secondary education at De La Salle and in the Osseo District. He is now working with Fond du Lac Tribal and Community College in Cloquet teaching in their urban Outreach Program on Franklin Avenue in Minneapolis in classes that are entirely Native American. He holds a B.A. from Carleton College, graduating in 1983 with Honors while majoring in Comparative Literature. He also holds a Masters of Arts

in Teaching from the University of St. Thomas. He has been teaching graduate education courses on developing personal and professional excellence as an educator through St. Thomas and online at the Professional Learning Board. He has recently published a book about teaching, *Becoming Mr. Henry*.

Avesa Rockwell teaches composition at the University of Minnesota Duluth. She received her Master's Degree in English Studies in May 2006, shortly after she presented the article published in this issue of *MEJ* at the MCTE Spring Conference. Before graduate school Avesa coordinated the San Francisco Arts Commission's WritersCorps, an artist-in-residency program serving urban youth-in-need, where she discovered the astounding expressive talents of young immigrants from around the world. She plans to continue to work to improve the educational opportunities for English Language Learners in the upper midwest.

William Martin, an associate professor in the English Department at Niagara University, received his Ph.D. from the University of Notre Dame. Besides teaching courses in Major British Writers, Romantic and Victorian Poetry, and the Development of the English Novel, he serves as national adjudicator for the Fireside Scholarship, an essay-based scholarship competition sponsored by the Fireside Press. He was selected Teacher of the Year at Niagara in 1997.

Mary Godwin is a Ph.D. student of Theory and Cultural Studies at Purdue University, where her current interests include contemporary American literature, postmodern theory, and an emphasis on 21st century digital literature. Her research toward her dissertation investigates the composition of place as experience in literature and literary environments "born digital." She is currently developing methods to incorporate digital literature in English classroom instruction. Mary has taught first-year composition at Purdue for three years in addition to supervising English education majors completing their student teaching requirements there. Most recently, she received campus-wide recognition as the 2006 recipient of the "Helping Students Learn Award" and a \$6000 cash and research stipend for her work with

mechanical engineering students toward writing improvement.

Richard Dillman is a professor of English at St. Cloud State University, where he is a specialist in American literature. An author of numerous articles on Thoreau, American transcendentalism, and Willa Cather, a former editor of *The Minnesota English Journal* (1985-89), and former assistant editor of *The Rhetoric Society Quarterly*, he has edited and compiled *Thoreau's Comments on the Art of Writing* and *The Major Essays of Henry David Thoreau*. He has also taught at the University of Oregon and Western Washington University.

Elizabeth Berg Leer, Assistant Professor of Education, has been teaching Principles of Education and Teaching of Communication Arts and Literature at St. Olaf College for the past two years. She also supervises student teachers and serves as the Director of Teacher Education. Elizabeth earned an M.A. in English from Northern Illinois University and a Ph.D. in Curriculum and Instruction—English Education from the University of Minnesota. Her research interests include the teaching of adolescent and multicultural literature and multicultural teacher education.

Michael MacBride is a graduate student at Minnesota State University, Mankato, where he is pursuing his M.A. in Literature and teaches English Composition 101. His thesis compares *Don Quixote* and *Huckleberry Finn* in terms of subversive humor, and he intends to pursue a Ph.D. after completing the program.

Melissa Castino Reid is currently an English instructor at Minneapolis Community and Technical College. She is seeking entrance into graduate school at the University of Minnesota.

Scott Hall teaches Honors British literature and poetry at Irondale High School in New Brighton and is a past 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.

Heather Megarry is a high school English teacher with a Master's Degree in English from the University of St.

Thomas. She has been teaching at Ubah Medical Academy, a charter high school for East African refugees in Minneapolis. She has been pursuing interests in Arabic literature, twentieth-century literature, literary theory, and modern drama. She also teaches secondary English methods at Hamline University.

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, 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.