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# Contributors

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Professor of Educational Studies and Director of the Summer Writing Program at Carleton College, **Deborah Appleman's** primary interests include adolescent response to literature, multicultural literature, and the teaching of literary theory to high school students. A high school teacher for nine years, she works weekly with high school teachers and students in both urban and suburban schools. She is the author of *Reading for Themselves: How to Transform Adolescents into Lifelong Readers through Out-of-Class Book Clubs and Critical Encounters in High School English*.

A native of Winnipeg, Manitoba, **Cindy Olson** earned her B.A. in Secondary English and a Master of Education in Curriculum and Instruction at the University of Wyoming and a Master of Fine Arts in Creative Writing at Minnesota State University in Mankato. A high school English teacher for thirty-one years, she has also taught as a graduate assistant and adjunct instructor for Minnesota State University. Her current assignment is at Mankato East Senior High, where she teaches AP English, British Literature, Composition for College, and Oral Communications; coaches speech; and advises the school newspaper. She is a member of the Minnesota Council of Teachers of English as well as the National Council of Teachers of English. In her spare time ... never mind; she has none. One of her greatest language arts challenges has been practising (oops, *practicing*)

spelling words the American way rather than the British way.

**Anne O'Meara** has taught for eighteen years at Minnesota State University, Mankato, where her duties have included training and supervising teaching assistants who teach Composition 101; co-chairing (with Bill Dyer) the Valley Writing Project, a faculty development project which helps college professors across the university integrate writing into their courses; and teaching courses in composition theory, composition, and American literature. She began her teaching career by teaching math and English at (Edina) Valley View Junior High. She then earned her Ph.D. from the University of Minnesota in the Twin Cities. She's recently taken up golf and duplicate bridge and therefore has a lot of sympathy for freshmen who feel like they're strangers on an alien planet where the path to success is completely unmarked.

**Peter Henry** is in his 20th year of teaching, having worked at De La Salle (1988) and Park Center High Schools (1992), and since 2003, at the Urban Outreach site for Fond du Lac Tribal and Community College where he teaches Native Americans. A graduate of Carleton College (1983) where he majored in Comparative Literature, Mr. Henry has studied in France and Mexico and taught both French and Spanish before moving into English and Humanities in 1994. He received a Master's of Arts in Teaching from the University of St. Thomas in 1990. He is the founder of the *New Teacher Network* ([www.newteachernetwork.net](http://www.newteachernetwork.net)), an online learning community for new teachers, and consults with school districts on new teacher training and induction programs. He lives in a frontier era log cabin on the banks of the Apple River in western Wisconsin where he grows vegetables, raises chickens and serves as a board member in two local environmental organizations.

**Martin Warren** is an associate professor of English at the University of St. Thomas in St. Paul. He is a medievalist who, besides teaching medieval literature, enjoys teaching speculative fiction, introductory linguistics, and literary theory. He is the author of *Asceticism in the Christian Transformation of Self in Margery Kempe, William Thorpe, and John Rogers*,

which is published by Edwin Mellen Press. An example of his scholarship in speculative fiction is: “Is God in Charge?: Mary Doria Russell’s *The Sparrow*, Deconstruction, and Theodicy,” published in the *Journal of Religion and Popular Culture*. At present, he is researching mysticism as a voice of rebellion within Christianity.

**John Banschbach** is chair of the English Department at Minnesota State University, Mankato. He intends to retire in seventy-three months (the number changes almost daily).

**Susan Perala-Dewey** teaches writing at the University of Minnesota Duluth, where she received her B.A. in Philosophy (1992) and M.A. in English (2003). Prior to returning to her native Duluth in the late 80s, she worked on the west coast in mortgage credit reporting where she developed user documentation as her company transitioned to new technology. She describes herself as a “quiet” community activist and hopes to promote professional development for teaching writing in Northeastern Minnesota.

**Mike Mutschelknaus**, an English instructor at Rochester Community and Technical College for the past seven years, has taught in Russia and Chad. He has an Ed.D. in leadership from St. Mary’s University and an M.A. in English from Kent State University. His research interests are refugee education, distance education pedagogy, and learning communities. In his spare time, he likes to play guitar and have fun with his daughters. Feel free to contact him at 507-280-3510 or [mike.mutschelknaus@roch.edu](mailto:mike.mutschelknaus@roch.edu).

**Dr. Suzanne Kaback** is an assistant professor of Literacy Education at The College of St. Catherine. She taught in public schools for eight years and was the co-director of Maine’s National Writing Project before moving into the world of pre-service teacher education. Her current research interests include professional development school partnerships, and the preparation of pre-service content area teachers in Literacy. A recent transplant to the Midwest from the East Coast, she is enjoying getting to know the Literacy scene in Minnesota.

**Jeremy Hoffman** is the English department chair at St. Michael-Albertville High School. He is beginning his twelfth year of teaching at STMA. He recently completed his master's in English at St. Cloud State University, and the crux of his research for his thesis led to the article in this fall's *Minnesota English Journal*. Over the last few years he has become particularly interested in the reading habits of adolescents. He hopes to continue his research on the reading "problem" among kids, but reading to his own two young kids currently occupies most of his time.

**Jessica Jorgenson** finished her undergraduate degree in English/Writing from Minnesota State University, Moorhead, in 2006. Currently, she is attending Minnesota State University, Mankato, as a MA in Literature candidate. She divides her time between classes and homework by teaching Composition students that they can write well if they work at it, working on her thesis on Franz Kafka and the perceptions of body image within his fiction, studying the Spanish language, and writing poems and short fiction. In her free time, she will always join you for conversation and Guinness.

**Michael MacBride** graduated from Minnesota State University in 2007; he is currently a graduate student at Southern Illinois University, Carbondale, where he is pursuing his Ph.D. in Literature and is a Teaching Assistant who teaches English Composition. Michael loves to find new and inventive ways to encourage his students to connect with the material. His heart lies in the study of satirical literature, but Michael declares 19<sup>th</sup> Century American Literature as his area of focus. His dissertation will be a continuation of his master's thesis, which focused on Mark Twain's *Huckleberry Finn*. MacBride was awarded the Outstanding Graduate Student from Minnesota State University, Spring 2007.

**Nickie Kranz** teaches English composition at Minnesota State University, Mankato. She is currently pursuing her MA degree in English/Literature. Her area of interest is medieval studies, and the title of her thesis is "Seduction and Sorcery in the Middle English Secular Lyrics." Kranz lives in the Mankato

area with her husband, Luke, and her two sons, Judd and Zane. They enjoy traveling, hiking, four-wheeling, and downhill skiing.

*Jennifer Budenski* earned her secondary language arts certification from Carleton College in 1994 and her MFA from Hamline University in 2003. On sabbatical for 2007-2008, she's pursuing a certificate in writing and critical literacy at the University of Minnesota (and mothering her preschool daughter and kindergarten son). Budenski has been teaching for 13 years, the past nine in the Hopkins district. Since 2004, she's been an active member of the Minnesota Writing Project and serves on its advisory board. In 2005, she was named the midwest regional winner for the College Board's Bob Costas Grant for the Teaching of Writing. Her poetry has appeared in *Poetry East*, *The Saranac Review*, *The Front Range Review* and other journals.