
Contributors

Doug Annett is currently working as the Director of Residential Services for Opportunity Partners, a local non-profit organization that provides social services for people with disabilities. He recently received his M.Ed. in English Education from the University of Minnesota in August 2008. The article that he has he has written for MEJ represents his first published piece. In his spare time, he works on developing an on-line, multimedia art gallery featuring up-and-coming artists, writers, musicians, and filmmakers.

Paul Carney began teaching English at Minnesota State Community and Technical College - Fergus Falls in 1988. Throughout his tenure at MSCTC, he has taught courses in composition, literature, humanities, men's studies, criminology, and creative writing. He also has served as the college's assessment coordinator. Carney served as President of the Minnesota Council of Teachers of English in 1994, and he currently is serving a second term as MCTE President during 2008-2009. He is a former fellow and board member of The Minnesota Writing Project, the state affiliate of The National Writing Project. In 2004, he joined the Minnesota Department of Education's Quality Teaching Network in Language Arts, a statewide K-16 network of English teachers. His research interests include assessment, inter-institutional college readiness alignment, and student self-assessment. He served as co-chair of Minnesota's P-16 Collaborative sub-

committee on college and workplace readiness for writing. He also serves on the Assessment Advisory Committee for the Minnesota Department of Education. Carney has presented his research on college readiness at The National Council of Teachers of English Annual Convention (Nashville), The Higher Learning Commission (Chicago), and Education Trust (Washington, DC.). He is the developer and coordinator of Ready or Not Writing (readyornotwriting.org), an online “drop box” to which high school students submit essays to college English instructors for assessment and feedback. Recently, he launched the Roadside Poetry Project, a celebration of language in public space (www.roadsidepoetry.org). When he’s not evaluating essays or hacking through the thicket of valid and valued assessment, Carney enjoys reading non-fiction, planting trees, listening to jazz, and watching “The Andy Griffith Show.”

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, he pursues research interests in Latin American literature, Dickens, Shakespeare, writing across the curriculum, and collaborative learning. He serves on the board of HERA, a national organization for humanities education, and MCTE.

Alexandra Glynn is an adjunct instructor at St. Cloud Technical College where she teaches writing. She is also finishing a ten-year translation project called “Songs and Hymns of Zion.” When she is not teaching she is translating, and researching music, critical pedagogy, English, and religion. She holds an M.A. in English from St. Cloud State University and an M.A. in Old Testament theology from Luther Seminary.

Scott Hall teaches Honors British literature and poetry at Irondale High School as well as courses at Anoka Ramsey Community College. Recognized as an NCTE Teacher of Excellence in 2007, he has collaborated with Bill Dyer on a number of Shakespeare presentations on the way to finishing a manuscript they are writing on teaching Shakespeare. Over the years,

he has collaborated with other mentors (Terry Flaherty at Minnesota State University, Mankato) and teachers (Steve Potts at Hibbing Community College) in developing his teaching interests in memoir, the literature and culture of the Vietnam War Era, and the teaching of literary theory and criticism. In the rare moments away from teaching or correcting papers, he continues to write songs and records them in his basement studio.

Elizabeth Kirchoff, a native of Detroit, Michigan, earned her B.S. in English, her first M.A. in English, and her second M.A. in TESL (all from St. Cloud State University), and her Ph. D. in Literacy from the University of Minnesota. She is currently an assistant professor in the English Department at Minnesota State University, Moorhead, where she teaches pedagogy, young adult literature, linguistics, and composition. Her research interests include identity issues in academia and the English language—particularly as spoken by northwestern Minnesotans. When she is not teaching, researching, prepping, or driving the long stretch of I-94 between her home in St. Cloud and her office at MSUM, friends usually find her biking, hiking, gardening, antiquing, or putting together puzzles. Her essay for this issue has been chosen to receive MEJ's annual \$350 prize for this year's best submission to the journal.

Nickie Kranz has a Masters degree in English from Minnesota State University, Mankato. She is currently working for the Mayo Health System in the Education Center and is also teaching composition courses at Minnesota State University, Mankato, as adjunct faculty. As a graduate student, her primary area of interest was Medieval Studies, and her thesis is entitled "Seduction, Abandonment and Sorcery in Middle English Lyrics." This article is a piece of that thesis. She is still enthralled with medieval culture and is currently reading Middle English works in her free time. She lives in rural Mankato with her husband and her two sons.

Sherri Larson teaches English at St. Michael-Albertville High School. Her day is filled with 10th graders and elec-

tives for juniors and seniors, including Creative Writing, Poetry, Public Speaking, and Women's Issues. These classes give her an opportunity to stretch the creative ideas of writing and push students to do thoughtful and reflective work. Sometimes this is well received, and sometimes not. Either way, she finds teaching a challenging and rewarding honor. She participated in the Minnesota Writing Project in 2007, which has led to many other connections and opportunities. Honored to be chosen for the National Writing Project's 2008 Professional Writing Retreat, she spent four intense days of writing in the Santa Fe sun with other educators and editors. She currently serves on the governing board of the Minnesota Writing Project and is the secondary chair for the Minnesota Council of Teachers of English. Her paper on multigenre writing has developed from her Masters of Education studies with Saint Mary's University, where she presented some of the research at their annual conference.

Anne O'Meara has taught nineteen 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 plays a brilliant brand of duplicate bridge, but, since she has recently taken up golf, has developed great sympathy for freshmen who feel like they are strangers on an alien planet where the path to success is completely unmarked.

Carl Nelson holds a B.A. in English from Gustavus Adolphus College and an M.A. in English literature from Minnesota State University, Mankato. His literary interests include a variety of mid-19th century American and Russian writers—particularly Thoreau and Tolstoy. He has been a site guide, curator, and exhibits designer with the Minnesota Historical Society

and the Nicollet County Historical Society for eight years. He enjoys fly fishing in his spare time.

Graham St. John Stott is associate professor of English at the Arab American University, Jenin (Palestine), where he teaches courses in British literature and TESOL methodology. He has also taught in Tunisia, and in the Gulf. This is his third article discussing *The Woman in White*, and he thinks a lot more remains to be said on what is a fascinating text. When not immersed in the 19th century novel, he is working on a book-length study of evangelical themes in the *Book of Mormon*.