

## ABOUT THE AUTHORS

**Roberta Ertle** is an instructor of literacy, language, and clinical courses at the University of Central Florida. Her current research interests include children's writing development, writing instruction, and writing assessment.

**Danling Fu** is a professor at the University of Florida, where she teaches courses in literacy, language, and culture. She also conducts research on writing instruction, writing assessment, and children's writing development.

**Richard Graves** is professor emeritus of English Education at Auburn University and editor of several volumes on composition and teaching, including three editions of *Rhetoric and Composition*, *Beyond the Cognitive Domain* with Alice Brand, and *Writing, Teaching, Learning*. In addition to prominent feature analysis, his current research interests include the rhetorical and psychological aspects of literacy learning.

**Gwen Hart** is assistant professor of English at Buena Vista University in Storm Lake, Iowa. She wishes to thank John Trimbur, William Vande Kopple, and Jennie Nelson for their feedback on drafts of this article.

**David Morse** is professor of educational psychology and professor of psychology at Mississippi State University, where he teaches statistics, research and psychometrics courses. His research interests include creativity and giftedness, applications of measurement and statistics principles, and effectiveness of educational programs.

**John Reilly** is a doctoral candidate in Composition and TESOL at Indiana University of Pennsylvania. His research interests

include humor rhetoric, academic discourse, composition theory, and creative writing.

**Deborah Rossen-Knill** teaches writing and pedagogy courses at the University of Rochester. Her research investigates real and fictional dialogue, drawing on work in linguistics, philosophy of language, cognitive science, composition, and literary studies. Recently, she has brought knowledge from linguistics and dialogue studies to her interest in writing program administration and writing instruction. Her publications and presentations focus on rhetorical grammar, the function of student input in writing placement conversations, and the identification of dialogically-based principles of academic writing and corresponding teaching strategies.

**Sherry Seale Swain** is a senior research associate in the Research and Evaluation Unit of the National Writing Project, working with small teams of researchers across the country to study writing instruction in K-12 classrooms. Her current research interests include the development of writing assessments, links between assessment and instruction, and the impact of scoring experiences on teachers.