

## About the Authors

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*“I love writing even more than before—it’s potential to spark thought and reflection, solidify self, and change perspectives continually amazes me. It definitely is a skill we need to introduce to our students, have them feel comfortable and adept in order to maneuver through academia.”*

**Monique Schmidt** is working toward a MFA in Poetry in the English Department. She has taught composition courses in the Writing Program and creative writing in the men’s division of the Onondaga Correctional Facility.



*“I had used writing in my classes before, more than I had realized or thought about. I always sort of took my understanding of writing and the teaching of it for granted. I found it difficult to put practice into words, especially for multiple disciplines.”*

**David Seitz** is a fifth year doctoral candidate in Experimental Psychology studying the effects of aging upon memory and cognition. He has taught introduction to psychology and research methods.

*“Writing is the act of speaking, talking, reading, thinking, and listening. Using writing to teach is the act of making that process visible and public. Writing this book has made me realize how important it is to recognize the connections among disciplines.”*

**Tobi Jacobi** is a doctoral student in the Writing Program’s Composition and Cultural Rhetoric Program. She teaches lower and upper division writing classes and is completing a dissertation on literacy, activism, and incarcerated women writers.



*“Writing is how we come to know what we know and also how we come to know ourselves.”*

**Cheryl Najarian** is a doctoral candidate on leave in the Department of Sociology and Women’s Studies Program. She’s also taught the lab section of the oral communications course for international students. Cheryl is working on a dissertation on both the mothering and paid work experiences of deaf and hard of hearing women.

*“Writing is one way that students can express themselves and be comfortable—but also challenged. In addition, in our book we talk about how teachers are also participants in that process.”*



**Payal Banerjee** is a doctoral candidate in the Department of Sociology. She has taught Social Problems and her research is in the area of immigration of South Asian high-tech workers in the US.

*“It’s exciting to be part of a community of people willing to engage in friendly debate, supportive conversation, and enriching dialogue about teaching and learning.”*



**Hilton Hallock** is a doctoral candidate in Cultural Foundations of Education and Associate Director of Professional Development Programs in the Graduate School. She has taught in the Higher Education Program and Cultural Foundations of Education.

*“On the surface, it looks like each discipline brings with it different standards and methods of inquiry. Certainly, each of us brought out own favorite “buzzwords” to the table (analyze, criticize, etc.). However, for all those apparent differences, each of us was trying to engage students, challenge their intellects and invite them to improve. I was constantly struck by the degree of sameness in difference.”*



**John Draeger** is a doctoral candidate in Philosophy. He has taught courses in ethics, epistemology and metaphysics. He is writing his dissertation on emotion and moral theory.

*“Before the project I thought about writing as more of an evaluation tool; now my advice would be much more about how to use writing to support teaching and learning.”*



**Kara Bopp** is a doctoral candidate in Experimental Psychology. She has taught introduction to psychology, cognitive psychology and statistical methods.