About the Contributors

Elizabeth Monske, currently a Professor at Northern Michigan University, holds a Ph.D. in English with a specialization in Rhetoric and Writing and cognate in Technical Communication from Bowling Green State University. From 2004-2007, she was the Technical Writing Coordinator at Louisiana Tech University prior to arriving at NMU. Hired in 2007 at NMU, Dr. Monske has been involved in many aspects of the department and university. She teaches developmental composition, first year composition, technical writing, and graduate level courses in rhetoric and various pedagogies. With research interests in online education and faculty training, she has published in Computers and Composition, Kairos, and The Journal of Educational Technology and Society. Dr. Monske has also presented and given workshops on various aspects of computers and composition and online education--i.e. digital identity, eportfolios, and pedagogy--at conferences and faculty seminars.

Kristine L. Blair is Dean of the College of Liberal Arts and Social Sciences and Professor of English at Youngstown State University. She currently serves as editor of Computers and Composition and its online companion journal, Computers and Composition Online.

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Jen Almjeld is an associate professor of Writing, Rhetoric and Technical Communication at James Madison University. Her research interests include identity, multimodal composition practices, and girlhood. Her recent publications can be found in Girlhood Studies, Computers and Composition and Kairos. Almjeld is also involved in several community engagement projects including serving as an instructor for the Young Women’s Leadership afterschool program and directing summer camps for tween girls interested in multimodal composition.

Jacob Babb is an Assistant Professor of English and Writing Program Coordinator at Indiana University Southeast. He has been teaching composition courses since 2004, teaching first-year and upper-level courses in rhetoric, argumentative writing, professional writing, and digital writing at multiple institutions. He has published articles and book chapters on epideictic rhetoric, monuments and memorials, and writing assessment. He is co-editor of the forthcoming collection, WPAs in Transition: A Traveler’s Guide. He is the Associate Book Review Editor of WPA: Writing Program Administration.

Nicki Litherland Baker holds a Ph.D. in rhetoric and composition from Ball State University. Her recent work explores the intersection of rhetoric in organizational and place identity formation through
a case study of a regional place branding project. Generally interested in rhetoric, writing, and research, she has published other work in Assessing Writing about teachers’ assessment tools as well as a multi-authored piece in SIGDOC about authors’ activity theory use.

**Jessie C. Borgman** began teaching face-to-face in 2006 and has taught online since 2009. She works for four schools: two for-profit, a community college and a four-year university. She has presented at several conferences including CCCC, C&W, and TYCA. She is an expert panelist for the CCCC Committee for Effective Practices in Online Writing Instruction. She has also published in the OWI Open Resource and designed/authored a Pearson Mercury Reader for her online English Composition courses. Her research interests include online writing instruction, course design, genre studies, two-year colleges and Writing Program Administration.

**Tiffany Bourelle** is an assistant professor at the University of New Mexico where she teaches first-year writing and technical communication in face-to-face and online settings. She is also the administrator of eComp, an online first-year writing program that utilizes a multimodal curriculum.

**Tyler S. Branson** is a Lecturer in the Writing Program at the University of California Santa Barbara. He teaches lower- and upper-division writing and rhetoric courses, including first-year writing, writing for public discourse, and business writing. His research focuses primarily on the practice of rhetoric and writing in public contexts. He has related interests in civic engagement, histories of rhetoric and composition, and writing pedagogy. He is currently working on a book project focusing on the role of problematic partnerships in the field of Writing Studies.

**Beth Brunk-Chavez** is an Associate Professor of Rhetoric and Writing Studies and Dean of Extended University at the University of Texas at El Paso. Her primary responsibility is to establish and develop 100% online programs under the umbrella of UTEP Connect. She received the University of Texas Regents’ Outstanding Teaching Award in 2009 and was named to the University of Texas Academy of Distinguished Teachers in 2013. Brunk-Chavez’s scholarship has appeared in Written Communication, Computers and Composition, Writing Program Administration and numerous edited collections.

**Elisabeth H. Buck** is an Assistant Professor of English at the University of Massachusetts Dartmouth. In addition to teaching writing courses, she also directs the campus’s Writing and Reading Center. She received her PhD in rhetoric and composition from Ball State University in 2016, and her work has appeared in Kairos: A Journal of Rhetoric, Technology, and Pedagogy and the collection Engaging 21st Century Writers with Social Media.

**Rebekah Shultz Colby** teaches in the University of Denver Writing Program where she teaches courses that use games to teach rhetoric and disciplinary writing. She co-edited the collection Rhetoric/Composition/Play through Video Games and a special issue of the journal Computers and Composition Online on gaming and composition. Also with Richard Colby, she co-authored an article about using World of Warcraft to teach disciplinary research writing for Computers and Composition and has written an article about how gaming pedagogy impacts female students for Computers and Composition Online. She has a forthcoming article exploring how writing teachers in rhetoric and composition and technical writing use games to teach writing in Computers and Composition.
Richard Colby teaches in the University of Denver Writing Program. He co-edited the collection Rhetoric/Composition/Play through Video Games and a special issue of the journal Computers and Composition Online on gaming and composition. His work on using games in teaching has been published in Computers and Composition and Computers and Composition Online. He teaches courses on the rhetoric of games and disciplinary research.

Thomas Patrick Henry is an Associate Professor at Utah Valley University. He is a graduate of Michigan Technological University and Northern Arizona University. He is the creator of BasicComposition.Com, one of the largest personal learning networks on the web.

Beth L. Hewett, PhD, CT, is the first President of the Global Society of Online Literacy Educators and the developer of a certification program for online literacy teachers and tutors. She consults with postsecondary faculty to develop practically and theoretically sound online writing and literacy programs and writing centers. Hewett was the chair/co-chair of the CCCC OWI Committee for seven years. She is the author of Reading to Learn and Writing to Teach: Literacy Strategies for Online Writing Instruction, The Online Writing Conference: A Guide for Teachers and Tutors, and co-editor of Foundational Practices of Online Writing Instruction. Hewett was a CoverWeb/journal co-Editor for Kairos: A Journal of Rhetoric, Technology, and Pedagogy, editor of a special issue on rhetoric and the web for Kairos, and co-editor of two special issues for Technical Communication Quarterly. She was recognized for her scholarship with a Kairos Research Award in 2015 and is the president and senior coach for Defend & Publish, LLC, a distance-based professional- and academic-writing coaching company.

Valerie Hill received her MLS in Library and Information Science from Texas Woman’s University in 2007 and a PhD in Library and Information Science in 2012. Dr. Hill is a National Writing Project trainer, served as a school librarian for twenty years and taught language arts and information literacy at all grade levels from kindergarten through college. She is currently an information literacy consultant with a research focus on the intersection of information literacy and libraries with virtual worlds and digital culture. Her dissertation was “Factors Contributing to the Adoption of Virtual Worlds by Librarians”. She earned a Certificate in Virtual Worlds from the University of Washington.

Laura Whitaker Howard received her PhD in English from Georgia State University in 2015. She is currently a Limited-term Assistant Professor of English at Kennesaw State University. Her research interests include contingency studies, online writing instruction, professional and technical communications, and instructional design.

Patricia Jenkins is an associate professor of English at the University of Alaska Anchorage, where she teaches a variety of composition and rhetoric courses including online pedagogy and professional writing. Her research areas include online pedagogy, professional writing, and unionizing.

Leslie Lindsey was an instructional designer at Texas Woman’s University, Manhattanville College, and most recently at The University of Texas at Tyler, where she also coordinated faculty development. She currently works in community outreach and education for a nonprofit organization.
**About the Contributors**

**Rebecca Hallman Martini** is an Assistant Professor of English and the Writing Center Coordinator at Salem State University. Her research and teaching interests include Writing Centers/WPA, curriculum design, writing in the disciplines, teaching multimodal/digital rhetoric, and qualitative method(ologies). Her scholarly work has appeared or is forthcoming in Praxis: A Writing Center Journal, Open Words: Access and English Studies and What It Means to Be RAD: Embracing Replicable, Aggregateable, and Data-Driven Writing Center Research. She recently received the 2015 Moores Professors and Teaching Excellence Award at the University of Houston for her multimodal and online teaching and was the 2015 recipient of the IWCA Ben Raforth Graduate Research Grant for her dissertation research.

**Robert W. McEachern** is Professor of English at Southern Connecticut State University, where he teaches Professional Writing and Composition. His work has appeared in Business Communication Quarterly, the Journal of Business and Technical Communication, the WAC Journal, Reflections, Technical Communication Quarterly, and online at Kairos, MOOC News & Reviews, and Media Commons.

**Stephanie Odom** is an Assistant Professor of English in the Department of Literature and Languages at the University of Texas at Tyler.

**Sushil K. Oswal** is an interdisciplinary Associate Professor of Accessible Design and Postcolonial Studies.

**Matthew Overstreet** is a PhD student at the University of Pittsburgh. He works at the intersection of philosophy, education and rhetoric.

**Evelyn Posey** is a Professor of Rhetoric and Writing Studies at the University of Texas at El Paso (UTEP). With Kate Mangelsdorf, she has co-authored three composition textbooks, including Choices: A Writing Guide with Readings, 6th ed., for Bedford/St. Martin’s, 2016 and The World of Writing: A Guide for Pearson Longman, 2011. Posey has also published in Guide to Writing Center Theory and Practice, Computers and Composition, the Journal of Developmental Education, Teaching English in the Two-Year College, and the Writing Center Journal. With Barbara Walker, she published “Digital El Paso: A Public-Private Business Model for Community Wireless Networks” in The Social and Economic Effects of Community Wireless Networks and Infrastructures. Abdelaal Abdelnasser, Ed. Hershey, PA: IGI Global, 2013. Posey has served UTEP as Director of the West Texas Writing Project, Chair of the Department of English, Associate Dean of the College of Liberal Arts, and Associate Vice President for Academic Affairs. She currently directs the Rhetoric and Writing Studies online graduate Technical and Professional Writing Certificate program. Posey received a 3.4 million National Science Foundation grant for the advancement of women in science and engineering academic disciplines and now serves as a consultant to universities who wish to improve the recruitment and retention of women faculty.

**Teresa (Terry) Quezada** earned her Ph.D. in Rhetoric and Writing Studies in December 2013 from the University of Texas at El Paso where she is now a senior lecturer teaching writing courses. She is a member of the Technical and Professional Graduate Certificate Program faculty and is a faculty fellow in residence at UTEP’s Extended University.
**Jason Tham** is a PhD student in Rhetoric and Scientific and Technical Communication at the University of Minnesota-Twin Cities. His research interests revolve around digital rhetoric, connected learning, wearables and emerging technologies, composition studies, and scientific and professional communication. His work can be found in Society for Technical Communicator’s Intercom, Journal of Technical Writing and Communication, Journalism and Mass Communication Quarterly, Journal of Interactive Technology and Pedagogy, and Computers and Composition Online.

**Virginia Tucker** is Director of Interdisciplinary Studies and Program Coordinator for the BS degree in Professional Writing at Old Dominion University in Norfolk, VA. She has taught courses in technical and scientific writing, digital writing, interdisciplinary theory, and rhetoric since 2004. Her courses vary in format from traditional, hybrid, online, and live television. She is interested in how web users, teleworkers and other virtual communities communicate, collaborate, and learn and the ways in which these practices can be adapted for the classroom. She received her PhD in Technical Communication and Rhetoric from Texas Tech University.

**Scott Warnock** is an associate professor of English and has been the Director of the University Writing Program at Drexel University since 2011. He is the author of Teaching Writing Online: How and Why and numerous chapters and journal articles about online learning, computers and writing, and education technology. He serves as an editorial reviewer for several publishers and journals and has presented and conducted workshops, both onsite and online, about teaching and technology at national conferences and for many institutions. From 2011 to 2016, Warnock served as co-chair of the CCCC OWI Committee, and he co-authored that committee’s spring 2013 Position Statement. He has maintained Online Writing Teacher, a blog about teaching writing online, since 2005.

**Travis Webster** is the Writing Center Director at University of Houston-Clear Lake. His research and teaching focus on writing studies, writing center administration, and LGBTQ rhetorics. He was awarded the 2016 IWCA Research Grant for his current project on the professional experiences of LGBTQ writing center practitioners, and his recent work appears in Composition Studies and The Fountainhead X Series for Professional Development.