About the Contributors

**Gustav Verhulsdonck**’s research is focused on the areas of rhetoric, professional and technical communication, virtual reality, human-computer interaction, interface design, video game theory and new forms of digital rhetoric created by various technologies. His research investigates how human-computer interaction develops through media, and how it can improve technical communication processes and so foster better human understanding and learning. He has worked as an information developer and technical writer for International Business Machines (IBM), has been a researcher for the U.S. Army and National Aeronautics Space Administration (NASA) and was a visiting researcher at the Institute for Creative Technologies at the University of Southern California where he conducted experiments in virtual worlds in various contexts. He has authored a number of papers for the Association of Computing Machinery (ACM) and the Institute of Electrical and Electronic Engineers (IEEE) on virtual worlds, non-verbal and verbal communication in virtual negotiations, issues of identity related to avatar interaction, and interactive narratives. He teaches at the University of Texas at El Paso’s Rhetoric and Writing Program, where he is a visiting assistant professor and has taught graduate and undergraduate courses on topics such as computers and writing, technical and professional writing.

**Marohang Limbu** is an assistant professor in the Writing, Rhetoric, and American Cultures at Michigan State University, East Lansing, Michigan, USA. Limbu is a co-editor of *Emerging Pedagogies in the Networked Knowledge Society: Practices Integrating Social Media and Globalization* (2013) with IGI Global and a founder and editor-in-chief of the journal, *Journal of Global Literacies, Emerging Pedagogies, and Technologies* (peer-reviewed quarterly journal). Limbu’s recent publications (journal articles and book chapters) address the areas of cross-cultural composition, social media and writing, teaching writing with technologies in multicultural/multilingual classrooms, networked communication, networked pedagogies, and global literacies. His current research interests include Web 2.0 tools, cloud computing, networked pedagogies and communication, intercultural communication, cross-cultural communication, second language writing, global literacies, and global indigenous rhetorics.

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**Mike Edwards** investigates the intersections of economics, composition, and digital rhetorics in his research, and in particular explores the diverse ways in which neoclassical, Marxist, and Marxian economic ideologies account for value and its appropriation at various stages in the cycle of production, distribution, use, and re-production associated with digital texts. For that reason, his research interests also necessarily include concerns of digital materiality, authorship, ownership, and intellectual property,
especially in situations where motivations other than that of capitalist market-based exchange contribute to the production and consumption of digital texts. He is currently at work on a scholarly monograph titled “Antimonopolist 2.0” that examines the economics of composing, publishing, and teaching in contexts connected to the military. He teaches courses in English and Digital Technology and Culture at Washington State University.

**Julie Faulkner** is a senior lecturer in the Faculty of Education at Monash University, Melbourne, Australia. She writes and teaches on matters of literacy, popular culture, identity and digital reading/writing practices. Her publications include the role of new media in curriculum innovation, the development and use of a virtual school in preservice teacher education and the role of pedagogies of discomfort in learning. She has edited *Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches* (IGI Global), and has jointly edited *Learning to Teach: New Time, New Practices* (Oxford University Press), currently in second edition. Her research areas cross areas of curriculum design, intercultural communication pedagogies, transition from school to university, critical reading practices and computer games as generative literacy learning environments.

**Jorge Gomez**’s research interests encompass the rhetoric of videogames, environmental injustice in contemporary American fiction, and the nexus of neuroscience and art. His research also considers multimodal forms of composing in the writing classroom, and the use of social media to teach online presence, concision, and engagement. His work has been published in the Eleventh Biennial Conference on Communication and the Environment conference proceedings on Borders and Environments, and in *The Acentos Review*. Currently, he teaches Xicano/a literature at New Mexico State University, and first-year composition at the University of Texas at El Paso.

**Nicholas Hanford**’s research focuses on game studies with a particular interest in the role of criticism in the medium’s history. He is also interested in data mining, the role of the audience in games, and game fandom. He is a graduate student in the Department of Communication and Media at Rensselaer Polytechnic Institute and is the managing editor of the *Journal of Games Criticism*, an open access game studies journal.

**Chris Ingraham** is a Ph.D. candidate in the Department of Communication at the University of Colorado at Boulder. He received his B.A. (1999) from Amherst College, and his M.A. (2002) from the University of Chicago, where he worked with the late Wayne Booth. At Colorado he studies with Gerard A. Hauser, and is currently working on a dissertation about the literary public sphere in the digital age. His recent work has appeared in *Philosophy & Rhetoric* and *Text and Performance Quarterly*.

**Ashley Rose Kelly** is an Assistant Professor in the Brian Lamb School of Communication at Purdue University. Kelly’s research and teaching interests are in the areas of rhetoric of science and technology, communication networks, and new media.
Meagan Kittle Autry’s areas of research include rhetoric, particularly rhetoric of science and technology; genre theory; writing across the curriculum; and graduate student writing. Her most recent projects focus on how graduate students learn to write as experts in their fields, especially in the sciences and engineering, and the influence of open access on writing in the academy. She currently serves as the inaugural Director of Thesis and Dissertation Support Services in the Graduate School at N.C. State University, where she directs programming to support scholarly writing instruction for graduate students across the university. In her role, she develops and leads workshops, runs a Dissertation Institute, coaches students, and partners with groups across campus to develop life-long scholarly writers prepared to undertake the writing necessary for successful research careers.

Demetri Lallas’s research focuses on the rhetorical genealogy of values and their development in the digital age. He investigates the transformation of “the good” and “the bad” in ethical and aesthetic terms as contemporary social media have de-monopolized these categories from the discourse of cultural elites. Of special focus is the manners by which popular music in particular and art in general are assessed in a post-critical world of filesharing and blogging, and how digital communities collect around shared political and aesthetic priorities, interests. Lallas honed content-managing and moderating various city feeds on Steven Johnson’s pioneering hyperlocal blog aggregator, outside.in. Lallas’s record reviews have appeared on AllMusic.com and his fiction in *The Minus Times Collected*. His dissertation coincided with the subprime mortgage crisis and is the first study to chart “the American dream” from its 1914 coinage. Lallas has taught literature at Wagner College and rhetoric at the City University of New York’s Brooklyn Educational Opportunity Center, the College of New Rochelle, and St. Joseph’s College.

Ben Lauren is a PhD candidate in Technical Communication & Rhetoric at Texas Tech University. He is also Coordinator of the Florida International University Digital Writing Studio and a Senior Instructor in the Writing and Rhetoric Program, where he teaches courses in rhetorical theory, professional and technical writing, and advanced writing and research. Recent book chapters and journal articles include topics addressing contingent faculty research, intercultural communication, problem-based service-learning, photo essays, and media labs. His research focuses on connections between hybrid environments, new media, media labs, sound, and teaching. Additional interests include activity theory, thirddspace theory, usability, new media, intercultural communication, and app and website development.

Jennifer Helene Maher’s research focuses on the politics and morality in software. Her book *Software Evangelism and the Rhetoric of Morality: Coding Justice in a Digital Democracy* (Routledge 2014) examines how the evangelical rhetoric of software developers encodes code within a liberal system of democratic justice that allows competing moral visions of programming to flourish. Maher is an Associate Professor at the University of Maryland, Baltimore County where she teaches in the English Department’s Communication and Technology Track, as well as in the interdisciplinary Ph.D. program Language, Literacy and Culture.

Brad Mehlenbacher is Associate Professor of Distance Learning (Leadership, Policy and Adult and Higher Education), Primary Area Faculty Member with Human Factors and Ergonomics (Psychology), Affiliated Faculty Member with Communication, Rhetoric, and Digital Media (English and Communication), and Affiliated Faculty Member with the Digital Games Research Center (Computer Science) at
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**Ma Pilar Milagros** has worked at Koç University in Istanbul, Turkey since 2012. She was born in Spain but has lived and taught in other countries such as England, Greece, the United States and the Netherlands. In 2011, she received a PhD in Rhetoric and Professional Communication from New Mexico State University in Las Cruces, NM. U.S., with a specialization in Second Language (L2) writing. Her dissertation examined ways in which reflection and self-assessment activities provided L2 students with spaces to engage in negotiations of knowledge and identities. María Pilar has a varied work experience in other fields as well; she has taught Spanish Language and Literature, English as a Second Language (ESL), and Rhetoric and Composition courses in various educational institutions. In addition to her broad teaching experience, she has also worked as a computational linguist in Las Cruces, NM. As such, she translated, created and collected online learning materials and tools for lesser taught languages, such as Guarani. Parallel to her teaching career, she has also engaged in various research projects. She has presented her research work in various countries (the U.S., México, Morocco, Hungary, and Turkey), and has published in conference proceedings and in forthcoming venues. María Pilar’s research interests include rhetoric, second language (L2) writing, intercultural communication, technology and new forms of digital rhetoric, and reflection and self-assessment. Her research explores ways in which technology in general and new media in particular influence L2 and intercultural students’ writing and communication practices. In particular, she is interested in utilizing technology and new media and digital tools in the classroom to examine whether and how new epistemologies that are inclusive of L2 and intercultural different needs, learning styles, multiple identities (gender, ethnicity, social class, etc.) can be created and negotiated among all vested parties (administrators, instructors, and students).

**Curtis Newbold**’s research examines the role of information design in complex contexts, including academic, professional, and scientific disciplines. Specifically, Newbold’s work frequently explores how the visual presentation of information affects not only decision-making in technical, scientific, and professional environments, but also how design triggers visceral, emotional, and epistemological internalizations of information. Newbold has written and presented nationally on the intersections of creativity, ambiguity, rhetoric, art, and design and their roles in the development of ethical, engaging, and efficient communication strategies. His doctoral dissertation, *Ambiguous Science and the Visual Representation of the Real* addressed the valuable role visual ambiguity plays in the construction of scientific thought. Newbold has taught college courses in diverse communication topics, including visual communication, desktop publishing, information design, business communication, technical writing, popular science journalism, proposal writing, web design, editing, scientific writing, composition, and public speaking. He has also worked at a multinational exercise equipment firm as a technical writer and does web development and design consulting. Curtis Newbold earned his PhD in Rhetorics, Com-
munication, and Information Design at Clemson University. He is currently an Assistant Professor of Communication at Westminster College in Salt Lake City, Utah where he teaches in the Master’s of Professional Communication program.

**Rajendra Kumar Panthee**’s research area includes of First-Year Composition, cross-cultural technology design, interface design, educational technologies, contact zone, and technological literacy. His research investigates how students from different cultural and linguistic backgrounds perceive Learning Management Systems that are used in writing classrooms. He also analyzes interface design by writing students and its relationship to student agency and invention in their digital writing and research in a cross-cultural digital contact zone situation of First-Year Composition in US universities. He has published a number of journal articles and book chapters. He won First Annual First-Year Composition (FYC) Award for Dissertations because of his study’s contribution to the field. He teaches FYC, professional and technical Communication at the University of Texas at El Paso (UTEP). Prior to his PhD at UTEP, he taught at Tribhuvan University, Nepal for about 10 years as an assistant professor.

**Nonny de la Peña** is an Annenberg Fellow at the University of Southern California’s Cinema School of Arts Interdivisional Media Arts and Practice Program and was named “One of the 13 People Who Made the World More Creative” by Fast Company’s Cocreate. As a pioneer of the groundbreaking Immersive Journalism, she uses gaming platforms to offer fully immersive experiences of news and nonfiction using virtual reality gaming platforms. She is an AP/Google Technology and Journalism Scholar and has been funded by the World Economic Forum and the Tribeca Film Foundation for upcoming projects. One of her most recent pieces, Hunger in Los Angeles, premiered at the 2012 Sundance Film Festival and creates the feeling of *Being There* as a real crisis unfolds on a food-bank line. Other projects include the MacArthur-funded Gone Gitmo, a virtual Guantanamo Bay Prison; Cap & Trade, an exploration of the carbon markets built with Frontline World and CIR; Ipstress which investigates detainees held in stress positions; and Three Generations, a newsgame about the California eugenics movement that premiered at 2011 Games For Change. A graduate of Harvard University, she is an award-winning documentary filmmaker with twenty years of journalism experience including as a correspondent for Newsweek Magazine and as a writer whose work has appeared in the New York Times, Los Angeles Times Magazine, and others. Her films have screened at theatres in more than fifty cities around the globe, garnering praise from critics like A.O. Scott who called her work “a brave and necessary act of truth-telling.”

**Rich Rice** is Associate Professor at Texas Tech University where he teaches new media, rhetoric, grant writing, intercultural communication, and composition in the Technical Communication and Rhetoric program. He directs the TTU Department of English Media Lab. His most recent book is *ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios* (2013) with Parlor Press and the WAC Clearinghouse. Recent book chapters and journal articles include topics addressing faculty professionalization, intercultural competence, teaching philosophies, mobile medicine, convergence theory, problem-based universal design for learning, photo essays, media labs, and study abroad models. His research works to make connections between new media, communication, and teaching. He is currently developing study abroad models between TTU and post-secondary institutions in India to strengthen opportunities for glocal teaching, research, service, and grant writing.
**About the Contributors**

**Martin van Velsen**'s research focuses on the use of language and language technologies to better utilize narrative in interactive entertainment, intelligent tutoring systems and educational games. He is currently lead user-interface engineer for the Cognitive Tutor Authoring Tools (CTAT) project at the Human Computer Interaction Institute, Carnegie Mellon University. Previously he worked at The Institute for Creative Technologies, University of Southern California. Before this worked on research in robotics at Carnegie Mellon University and he started his career in research on automated emotion recognition at the Delft Institute of Technology. Martin has authored a number of conference papers for the Association of Computing Machinery (ACM), Association for the Advancement of Artificial Intelligence (AAAI) and many other conferences. He is the co-author of a number of journal articles and related research papers. He is actively involved in the scientific community through panels, peer-review and through conference committees. Martin has worked on visualization and interface design and software engineering projects of a widely varied nature, some which are: neurosurgery simulations, large scale artificial intelligence architectures, virtual humans and training simulations. Martin has served as technical adviser to many leading specialists in the field of digital games, simulations and cinematic authoring.