

CONTRIBUTORS

David Blakesley is Campbell Chair in Technical Communication at Clemson University, as well as a Fellow of the Rhetoric Society of America. He serves as interim director of Clemson's PhD in Rhetorics, Communication, and Information Design and is president of Clemson's Faculty Senate. He founded Parlor Press in 2002 and serves as its Publisher and CEO. He has authored, co-authored or edited eleven books, including *The Elements of Dramatism* (Longman), *The Terministic Screen: Rhetorical Perspectives on Film* (SIUP), and *Writing: A Manual for the Digital Age* (Cengage). He is currently editor of *KB: The Journal of the Kenneth Burke Society* and co-editor of *The WAC Journal*.

Rachel Hall Buck is Assistant Professor Writing Studies at the American University of Sharjah, where she teaches introductory writing courses, advanced research courses, professional communication for business and engineering courses, and courses in the MA TESOL program. She has previously published on issues related to students' learning in multiple contexts in *Currents in Teaching and Learning*, *Composition Forum*, *Journal of English for Academic Purposes*, *English Language Teaching*, and *International Journal for Educational Integrity*.

Ellen Cecil-Lemkin, PhD, is a teaching faculty member at the University of Wisconsin-Madison, where she helps direct the writing center. Her research focuses on disability, accessibility, and collaboration. Her essays can be found in *College Composition and Communication*, *Teaching English at the Two-Year College*, and *Teaching through the Archives: Text, Collaboration, and Activism*.

Amy Cicchino is Associate Director of the Center for Teaching and Learning Excellence at Embry-Riddle Aeronautical University where she also teaches as adjunct faculty in the humanities/communication department. Her work takes up educator professional development, writing across the curriculum, and digitally enhanced teaching and has appeared in *WPA: Writing Program Administration*, *International Journal of ePortfolio*, and *Writing Center Journal*, among others.

Kristin DeMint Bailey, PhD (she/her), is an independent scholar and former academic who now spends her time writing for clients across the globe. She earned her PhD in English, with a focus on rhetoric and composition,

from the University of Wisconsin-Milwaukee, and her co-authors of this article were former students in first-year writing classes she taught as visiting assistant professor at College of DuPage in Glen Ellyn, Illinois. Her dissertation explored the vital roles that university culture centers play in antiracist efforts on college campuses.

Zack K. DePiero is Assistant Professor of English at Northampton Community College in Bethlehem, Pennsylvania. He earned a PhD in Education at the University of California Santa Barbara within its “Language, Literacy, and Composition Studies” program. Through surveys and follow-up interviews, his dissertation explored TAs’ perceptions of “good reading” in first-year writing courses, and that research was published in two journals: *Higher Education Research and Development* and the *Journal of College Literacy and Learning*. His research on teacher education and evaluation has been published in two edited collections, *Writing the Classroom* and *Threshold Conscripts*.

Danielle DeRise is a lecturer in the School of Writing, Rhetoric and Technical Communication at James Madison University, where she has taught since 2012 and has served as the Director of First-Year Writing since 2022. Her most recent article, coauthored with a colleague in the Department of Health Sciences and describing a pandemic-era pedagogical collaboration, was published in *Currents In Teaching and Learning*.

Dr. Kefaya Diab is Assistant Professor in the Writing, Rhetoric, and Digital Studies Department at the University of North Carolina at Charlotte. She identifies as a scholar-teacher-activist who fights the fight to pursue social justice in and outside of academia. Her work has appeared in *Rhetoric Society Quarterly*, *Composition Studies*, *Sexual Harassment and Cultural Change in Writing Studies*, *Community Literacy*, and *Paidea 16*. She received the 2022 Charles Kneupper’s Award for her RSQ article “The Rise of the Arab Spring through a Sense of Agency.”

Ryan Dippre is Associate Professor of English and Director of College Composition at the University of Maine. He has published on lifespan writing research, writing program administration, and the teaching of writing. Much of his work can be found at the WAC Clearinghouse (wac.colostate.edu).

Sydney Doyle is a recent graduate of Park University who earned her bachelor's degree in English writing. She was awarded departmental honors and summa cum laude when she graduated. During her studies at Park, she took a particular interest in nonfiction prose and creative writing. After graduation, she has continued to create various works of writing.

William Duffy teaches in the Writing, Rhetoric, and Technical Communication program at the University of Memphis. He enjoys reading and writing about collaboration, rhetorical ethics, and issues in higher education.

Tamara Gluck is a recent graduate of the University of Chicago Harris school, with a Master of Public Policy. From experience in social work and publishing, Tamara specializes in trauma-informed writing and rhetorical policy analysis. Areas of research include education and social welfare policy, Jewish studies, disability studies, and queer political theory.

An Ha (she/her) is an advanced undergraduate student majoring in psychology and minoring in women's and gender studies at Hope College in Holland, Michigan. She currently serves as the co-president of Women of Color United and is an RA in an all-girls dorm. Her most recent accomplishment was her TedXHope College talk titled "Dear College Student," in which she shared a short story she wrote about the transition to college. Another of her short stories was published in an exhibit honoring women of color at the Kruizinga Art Museum in Holland, Michigan.

L. Lennie Irvin is Professor of English at San Antonio College where he serves as a Program Coordinator. He is the author of *Reflection Between the Drafts* (Peter Lang, 2020) and has had essays appear in *Teaching English in the Two-Year College*, *Composition Forum*, *The Writing Lab Newsletter*, and *Writing Spaces*.

Erin E. Kelly is Associate Professor in the department of English at the University of Victoria in British Columbia, Canada. She is also the founding director of the UVic's Academic and Technical Writing Program. Her work teaching academic writing to undergraduate and graduate students is informed by her experience (starting in 2011)

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Angela Laflen is Associate Professor in the English Department at California State University, Sacramento. She teaches in the writing program in the areas of digital writing, online writing pedagogy, and professional writing. Her published work focuses on writing response practices and digital and multimodal literacies, and her work has appeared in *Computers and Writing*, *Assessing Writing*, and the *Journal of Response to Writing*, among others.

Glenn Lester is Assistant Professor of English at Park University, where he teaches students about writing and reading in first-year writing, literature, and creative writing classes. He holds an MFA in creative writing from the University of North Carolina Greensboro and a BA in English from Hope College. He won the 2021 The Masters Review Novel Excerpt Contest for “Take Warning: The Ballad of Sammy Slug.”

Taylor Lucas is a recently graduated student from Park University, where she studied English and communications. In her final semester, she was awarded the 2020–2021 Louisa Davidson Hinde/Carolyn Hinde Zarkaryan Memorial Award for being a student who best represents the spirit of Park University. She now serves as an educator for adult learners looking to strengthen their professional skills.

Jason McIntosh is Assistant Professor of English and Creative Writing and serves as the Writing Program Coordinator at Stephen F. Austin State University. He teaches first-year writing, co-requisite composition, integrated reading and writing, and writing pedagogy courses. His research interests encompass place-based education, the materiality and technologies of writing, and the archiving of composition programs.

Benjamin Miller is Associate Professor of Composition in the English department at the University of Pittsburgh, where he teaches students to write with words, sound, images, and code. He has published poetry (*Without Compass*) as well as digital scholarship (*Distant Readings of Disciplinarity: Knowing and Doing in Composition/Rhetoric Dissertations*), and likes that both kinds of writing reward close attention

to punctuation and wording. Ben also enjoys editing collections of others' writing (*Composition and Big Data; Journal of Interactive Technology and Pedagogy*).

Oksana Moroz is a Teaching Associate and Mama PhD Candidate at Indiana University of Pennsylvania, where she teaches first-year composition courses and research writing. She serves as a co-chair for AAAL Graduate Student Council. Her research interests revolve around topics of gender and digital identities of English language teachers and multilingual students, writing in Wikipedia, language ideologies, and accents. Oksana's research article, "A Poetic Narrative Autoethnography on Transnational Identity: Tumbleweed," appeared in *Doctoral Students' Identities and Emotional Wellbeing in Applied Linguistics*. She has also published in *Rhetoric Review*, *Explorations in English Language and Linguistics*, *Praxis*, *TESOL Journal*, and *Internationalisation of Higher Education*.

Anthony (AJ) Outlar (he/him) is a full-time police officer with the Chicago Police Department and a criminal justice student at College of DuPage in Glen Ellyn, Illinois, where he also earned an associate's degree in liberal arts. He is also enrolled in the bachelor of arts in criminal justice program at Lewis University in Romeoville, Illinois—a program known for its commitment to social justice and the protection of vulnerable populations.

Alison Overcash graduated from Park University in 2020 with a BA in English. Alison worked as a writing tutor, news reporter, and literary magazine editor in college before joining CBIZ as a content marketing specialist in 2022.

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Michelle Sprouse is Assistant Teaching Professor in the Honors College at Bowling Green State University, where she teaches courses in critical thinking. Her research interests include reading in the writing classroom, equitable assessment practices, curriculum design, and the transition to college. She has published in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition and Culture*; *Assessing Writing*; and *English Journal*, among others.

Chris Thaiss, Professor Emeritus at UC Davis, served as Clark Kerr Presidential Chair and Director of the University Writing Program. His most recent books are *Writing Science in the Twenty-First Century* (2019), which derives from his teaching of STEM students from many disciplines, and the 4th edition of *A Short History of Writing Instruction: From Ancient Greece to the Modern United States* (2020, co-edited with James J. Murphy). Before coming to UC Davis, he taught at George Mason University, where he co-developed the WAC program and the Writing Center. In 2005, he received Mason's David King Award for career contributions to teaching excellence.

Lisa Tremain is Associate Professor of English and directs the first-year composition program at Cal Poly Humboldt State University. She has published articles and chapters in *Next Steps: New Directions on Writing about Writing*, *(Re)Considering What We Know*, and *Composition Forum*. Her recent research has turned toward linguistic justice and transfer, equitable frameworks for writing across the curriculum, and pedagogical designs that enact transformation of dominant textual structures, including scholarly genres. She is currently co-editing a scholarly collection in which authors theorize and analyze writing transfer through lenses of radical epistemological justice.

Silvia Vaccino-Salvadore is Assistant Professor at the American University of Sharjah, UAE, where she teaches composition courses. Her research interests include language teacher identities, second language writing, and academic integrity. She has published in the *Journal of Language, Identity & Education* and the *Journal of Second Language Writing*.

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Matthew A. Vetter is Professor of English at Indiana University of Pennsylvania. His research on Wikipedia has appeared in journals such as *College English*, *Fast Capitalism*, *First Monday*, and *Social Media + Society*. He is co-author, with Zach McDowell, of *Wikipedia and the Representation of Reality* (Routledge, 2021).

Stephanie Wade is a lecturer in the Program in Writing and Rhetoric at Stony Brook University. In her prior appointment as assistant director of writing at Bates College, she developed an ecological approach to anti-racist writing instruction that earned the SLAC-WPA Martinson Award for Innovation. Her work has been published in *Community Literacy Journal*, *WPA: Writing Program Administration*, and the edited collection *Food Justice Activism and Pedagogies*. As part of the Coda Editorial Collective, she publishes creative work related to community engagement in the *Community Literacy Journal*. She serves on the board of directors for the Coalition for Community Writing.

Jennifer Wells is Director of Writing at New College of Florida, where she wears many hats. She has published in *College English*, *Composition Forum*, *Praxis*, and *English Journal*, and through Teachers College Press.