Contributors

Emily F. Brooks (Ph.D., University of Florida) specializes in book history, children's literature and culture, and digital humanities. She has written several library guides and taught Arduino courses for middle schoolers at Girls Tech Camp, high schoolers at Gator Computing Camp, and university students at the Marston Science Library. She regularly incorporates teaching physical computing and digital fabrication in her courses.

Shannon Butts (Ph.D., University of Florida) is an Instructor at the University of Florida and a Senior Learning Designer with Elsevier. Her research and teaching examine how emerging technologies, such as augmented reality and 3D printing, create new literacy practices and opportunities for civic engagement. Shannon has published on critical making, decolonial data methods, remix writing, girls technology camps, and location-based writing.

Mary E. Caulfield (A.L.M., Harvard University) is a Lecturer in MIT's Writing, Rhetoric, and Professional Communications department. She works with university-level students on project-based classes in design and engineering and teaches critical thinking and research skills to advanced secondary-school students. She has spoken at conferences on writing, speaking, and teamwork and has moderated panels on project-based learning, youth, and the media. Prior to joining MIT, she was a writer in the consulting and software industries.

Devon Cook (Ph.D., Purdue University) is Assistant Professor of English at Penn State New Kensington. His research interests include writing technology, empirical methodology, new materialism, and design thinking. He teaches courses in writing, technical communication, and multimedia design. He is currently working on a cross-disciplinary collaboration that brings technical communication concepts into coding pedagogy for engineering and Information Sciences and Technology (IST) students.

Bradley Dilger (Ph.D., University of Florida) is Professor of English at Purdue University. He is one of the co-founders of the Corpus & Repository of Writing (writecrow.org), a web-based archive for empirical research and professional development in writing studies. Crow researchers are also exploring methods for interdisciplinary collaboration in writing research. With Neil Baird, he studies writing transfer, focusing on writers' transitions from academic to professional environments.

Lauren Garskie (Ph.D., Bowling Green State University) is Assistant Professor of English and the Writing Intensive Coordinator at Gannon University. In addition to first-year and upper-level writing courses, she teaches as part of the minor in innovation and creativity, where team-taught courses engage students in the design thinking process and mindset. Her research interests include

design literacies, digital rhetoric, collaboration, writing across the curriculum/ writing-enriched curriculum (WAC/WEC), and writing pedagogy.

Thomas M. Geary (Ph.D., University of Maryland) is Professor of English at the Virginia Beach campus of Tidewater Community College, where he teaches composition, rhetoric, technical writing, developmental writing, and humanities courses. Tom serves as the editor of *Inquiry*, a peer-reviewed journal for faculty, staff, and administrators in Virginia's community colleges. He has published on soundwriting, electracy, online writing instruction, peer review, writing transfer, and compassionate pedagogy.

Krys Gollihue (Ph.D., North Carolina State University) is a technical marketer and content writer for Red Hat, Inc., a subsidiary group of IBM that provides open-source software solutions to enterprise businesses. They were formerly an Assistant Professor at University of North Alabama, and a Marion L. Brittain Postdoctoral Teaching Fellow at the Georgia Institute of Technology (Georgia Tech).

Andrew Kulak (Ph.D., Virginia Tech) is an Associate with the cybersecurity firm Triple Point Security and an adjunct professor in the Department of Computer Science at Virginia Tech. His research interests include technical communication, human-computer interaction, human-centered design, and rhetorics of technology. He has published and presented on video games, social media, online instructional design, information security, and digital research methods and ethics. He is co-editor of *The Pokémon Go Phenomenon: Essays on Public Play in Contested Spaces* from McFarland.

Ashanka Kumari (Ph.D., University of Louisville) is Director of Writing and Assistant Professor of English, Composition and Rhetoric at Texas A&M University–Commerce, where she mentors, researches, and teaches graduate and undergraduate students topics including composition theory, antiracist pedagogies, nonfiction, professional writing, and multimodal composing Her work has appeared in *WPA Journal*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Composition Studies*; and *Journal of Popular Culture*, among other journals and edited collections.

Jack T. Labriola (Ph.D., Texas Tech University) is a former Assistant Professor of Technical Communication and currently works as a Senior UX Researcher at Truist. He has previously presented and published on user experience, content strategy, and content management systems.

Liz Lane (Ph.D., Purdue University) is Assistant Professor and coordinator of Writing, Rhetoric, and Technical Communication at the University of Memphis. She teaches courses such as Document Design, Web Design, and Online Writing, and undergraduate and graduate seminars in technical writing. She co-founded and served as co-managing editor of *Spark: A 4C4Equality Journal*, an open-access venue of activist rhetorics in writing studies. She has published widely on activism, digital rhetoric, and technical communication.

Jason Luther (Ph.D., Syracuse University) is Assistant Professor of Writing Arts at Rowan University. His research focuses on writing technologies, history of media, DIY culture, self-publishing, publics, and sound writing.

Zarah C. Moeggenberg (Ph.D., Washington State University) is Assistant Professor of Technical Communications and Interaction Design at Metropolitan State University (Minnesota), where she teaches courses in content strategy, document design, editing, and medical writing. Her courses immerse students in considering positionality, privilege, and power—how these relate to issues of equity and justice within technical communication. Her current scholarship focuses on tracing rhetorics of the body and embodiment within technical communication, graduate student mentoring for the job market, digital literacies, and social justice-based pedagogy. Her scholarship is concerned with queer and feminist rhetorical practices in technical communication, particularly in medical writing.

Kristen R. Moore (Ph.D., Purdue University) is Associate Professor of Technical Communication in the Departments of Engineering Education and English at the University at Buffalo. Her research focuses on the public forms of technical communication, with a particular interest in how to increase the participation, efficacy, and justice of public technical communication. Her research has been published in a range of edited collections and many journals, including *Journal of Technical Writing and Communication*, *Technical Communication Quarterly*, and *IEEE Transactions on Professional Communication*. Most recently, she co-authored *Technical Communication After the Social Justice Turn: Building Coalitions for Action.*

Jeff Naftzinger (Ph.D., Florida State University) is Assistant Professor of Rhetoric, Composition, & Writing at Sacred Heart University in Fairfield, Connecticut, where he teaches courses on digital writing and rhetoric, everyday writing, and first-year writing. He has published and presented on topics related to defining and illustrating everyday writing, sustaining multimodal composing, and writing in digital spaces.

April L. O'Brien (Ph.D., Clemson University) is Assistant Professor of Technical Communication at Sam Houston State University. Her research spans a variety of social justice-related concerns, including intersections within public memory, space/place, community writing, and technical communication. Her portfolio can be viewed at aprilobrien.net, and she tweets @april_rhetor.

Cody Reimer (Ph.D., Purdue University) is Associate Professor of English at University of Wisconsin-Stout, where he teaches in the Professional Communication and Emerging Media undergraduate program and Technical and Professional Communication master's program. He serves on the editorial board for *Communication Design Quarterly*, the peer-reviewed research publication of the Association for Computing Machinery (ACM) Special Interest Group for Design of Communication (SIGDOC). His research explores the intersection of technical writing in videogames.

Emma J. Rose (Ph.D., University of Washington Seattle) is Associate Professor in Technical Communication and User Experience Design in the School of Interdisciplinary Arts & Sciences at the University of Washington Tacoma. Her research is motivated by a commitment to social justice and inclusive design. She

focuses on broadening participation in user experience design through participatory and inclusive research methods.

Jennifer Sano-Franchini (Ph.D., Michigan State University) is Gaziano Family Legacy Professor of Rhetoric and Writing and Associate Professor of English at West Virginia University. Her scholarly interests are in interaction design, user experience, cultural rhetorics and/of technology, and Asian American rhetoric. She has published in journals including *Technical Communication*, *Enculturation*, *Rhetoric Review*, and *Rhetoric, Professional Communication, and Globalization*, as well as edited collections such as *Rhetoric and Experience Architecture* and *Rhetoric and the Digital Humanities*. Prior to going into academia, she spent seven years as the design consultant for a small copy company in Honolulu, Hawai'i.

Adam Strantz (Ph.D., Purdue University) is Assistant Professor of Interactive Media Studies and Professional Writing at Miami University in Oxford, OH. His major areas of interest include data visualization, graphic design, accessibility, maps, and mobile technologies. He is currently exploring the intersections of design thinking, LEGO, and serious play.

Rachael Sullivan (Ph.D., University of Wisconsin-Milwaukee) is Assistant Professor of Communication and Digital Media at Saint Joseph's University, where she teaches courses in digital ethics, visual rhetoric, and design. Her research addresses topics such as interface design history, rhetorics of software and code, internet culture, and feminist-materialist approaches to composition and design. Her work has appeared in *Present Tense* and *Computers & Composition.*

Jason Tham (Ph.D., University of Minnesota) teaches user experience design, usability research, and instructional design at Texas Tech University. He studies the uses and implications of design thinking approaches—including empathic inquiry, iterative development, and radical collaboration—in technical communication pedagogy and professional practice. He is author of *Design Thinking in Technical Communication* (Routledge; ATTW Series) and co-author of *Designing Technical and Professional Communication* (Routledge, with Deborah Andrews) and *Collaborative Writing Playbook* (Parlor Press, with Joe Moses).

Luke Thominet (Ph.D., Wayne State University) is Assistant Professor of Writing and Rhetoric in the English Department at Florida International University. His work examines user experience during video game development, applications of design thinking to pedagogy and academic program development, and plain language in patient-physician discourse. His research has appeared in *Technical Communication Quarterly*, *Journal of Technical and Business Communication*, *Communication Design Quarterly*, and in the edited collections *Effective Teaching of Technical Communication* and *User Experience as Innovative Academic Practice.*

Matthew A. Vetter (Ph.D., Ohio University) is Associate Professor of English at Indiana University of Pennsylvania, where he is affiliate faculty in the Composition and Applied Linguistics Ph.D. program. He has published nu-

merous articles on one of the most widely known collaborative writing projects, Wikipedia. Vetter is a co-editor of the open-access composition textbook *Writing Spaces.*

Ian R. Weaver (Ph.D., Texas Tech University) is Assistant Professor of English at the University of North Carolina Wilmington, where he teaches science writing and communication in the professional writing program. Collaborating with applied scientists, his research considers how participatory design can help authorities communicate uncertainty, risk, and crisis more effectively. His research with National Weather Service (NWS) meteorologists and a volunteer social media support team has developed practical heuristics for scientists working with public users during severe weather.

Stephanie West-Puckett (Ph.D., East Carolina University) is Assistant Professor of Writing and Rhetoric at the University of Rhode Island. She teaches cultural rhetorics and directs the First-Year Writing (FYW) program, which is heavily influenced by her research and participation in makerspaces. She charts a professional course that tacks between failing forward and failing sideways and publishes on writing program administration; digital, queer, and maker-centered composition and assessment practices; and open-access learning through connectivist massive open online courses (MOOCs).

Scott Wible (Ph.D., Pennsylvania State University) is Associate Professor of English, Director of the Professional Writing Program, and Faculty Fellow in the Academy for Innovation and Entrepreneurship at the University of Maryland, College Park.

Emily Wierszewski (Ph.D., Kent State University) is Associate Professor of English and Composition and Director of the Undergraduate Writing Program at Seton Hill University in Greensburg, PA. She is passionate about transmedia, narrative, and rhetoric. She's currently working on a collection of digital stories about the value and purpose of "making." She teaches in the English and Digital Humanities programs at her institution.