

Contributors

Laural L. Adams is a graduate from Bowling Green State University's doctoral program in Rhetoric and Writing, where she taught writing for social change and meaningful work. She currently teaches organizational communication at Virginia Commonwealth University's School of Business. Her most recent publications concern leadership communication, and in 2018, she published a tutorial-style digital textbook for project-based curricula called *Essentials of Business Communication for Emerging Professionals* with Kendall Hunt.

Megan Adams is Assistant Professor of Communication at the University of Findlay. Her current research interests meet at the intersections of digital storytelling, community literacies, and feminist rhetorical practices. Prior to pursuing higher education, Megan worked as a journalist in both print and broadcast mediums. She continues to hone her skills in videography and photography by taking advantage of opportunities to collaborate with others within and outside of the academy.

Pauline Baird is Professor of EFL at Kanazawa Technical College in Japan. Baird's research interests include ESL/EFL composition, English for STEM, and communities. She has drawn on cultural rhetorics research and interdisciplinary training to publish scholarly articles, essays, peer reviews, ESL/EFL writing, and Caribbean village historiographies. Her work appears in publications in journals including *The Micronesian Educator*, *Callaloo*, and *JALT*.

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Kristine L. Blair is Professor of English and Dean of the McNulty College and Graduate School of Liberal Arts at Duquesne University. Throughout her career, she has taught courses in digital composing, research methods, scholarly publication, and media and cultural studies. In addition to her publications in the areas of gender and technology, online learning, and graduate student mentoring, Blair currently serves as editor of *Computers and Composition* print and online. She is a recipient of the CCCC Technology Innovator Award, the Computers and Composition Charles Moran Award for Distinguished Contributions to the Field, and the Lisa Ede Mentoring Award from the Coalition of Feminist Scholars in the History of Rhetoric and Composition.

Sarah Blazer is Assistant Professor and Associate Director in the Writing Studio at Fashion Institute of Technology, The State University of New York. Her

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Jami Brookman-Smith is a graduate of the MA program at Eastern Illinois University. She is currently living in Charleston, IL with her daughter and is employed as a home-based Feasibility Analyst for a top ten global clinical research organization. She enjoys visiting her alma mater to speak with students about the value of a humanities education in a science and business industry.

Marilee Brooks-Gillies is Assistant Professor of English and the Director of the University Writing Center at Indiana University-Purdue University Indianapolis. Her scholarship is situated within cultural rhetorics and writing center studies with an emphasis on place-making in communities of practice. Her work has been published in *The Peer Review*, *Across the Disciplines*, *Harlot*, and *enculturation*. Her current projects focus on power dynamics, emotional labor, assessment practices, and professional development in writing centers. When she's not writing, mentoring, teaching, or trying to sleep, she enjoys hiking with her family and crafting with yarn.

Gretchen Busl earned her Ph.D. from the University of Notre Dame, where she also served as the Associate Program Director of Grants and Fellowships in the Graduate School. She is currently Assistant Professor in the English, Speech, and Foreign Languages Department at Texas Woman's University and Director of the First-Year Composition Program. She co-organizes regular dissertation and thesis boot camps and "Just Write" sessions for faculty and staff.

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Paul Cook is Associate Professor of English and Director of Writing at Indiana University Kokomo, where he teaches courses in writing, editing, and new media

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Steven J. Corbett is Director of the University Writing Center and Associate Professor of English at Texas A&M University, Kingsville. He is the author of *Beyond Dichotomy: Synergizing Writing Center and Classroom Pedagogies* (2015), and co-editor (with Michelle LaFrance and Teagan E. Decker) of *Peer Pressure, Peer Power: Theory and Practice in Peer Review and Response for the Writing Classroom* (2014), (with Michelle LaFrance) *Student Peer Review and Response: A Critical Sourcebook* (2018), and (with Jennifer Lin LeMesurier, Teagan E. Decker, and Betsy Cooper) *Writing in and about the Performing and Visual Arts: Creating, Performing, and Teaching* (2019). His articles on writing and rhetoric pedagogy have appeared in a variety of journals, periodicals, and collections.

Sarah E. DeCapua earned her Ph.D. in Composition & TESOL at Indiana University of Pennsylvania in 2016. She is Assistant Professor in Residence in Second Language Writing in the First-Year Writing (FYW) Program at the University of Connecticut (Storrs). Her research interests include teaching writing to international students, student response to written teacher feedback in FYW, and corpus analysis.

Kara Lee Donnelly is an English teacher at Old Saybrook High School. She has a Ph.D. in English with a focus on contemporary literature and literary institutions. She works to build bridges between the study of English at the high school and college level.

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Julie Dyke Ford is Professor of Technical Communication (housed in the Mechanical Engineering Department) at New Mexico Tech, where she coordinates and teaches in the capstone design clinic as well as teaches graduate-level engineering communication courses. She is currently working on an NSF-funded grant focused on investigating engineering students' transfer of skills from the capstone design course to the workplace. She has published and presented widely, including work in the *Journal of Engineering Education*, the *Journal of STEM Education: Innovations and Research*, *IEEE Transactions on Professional Communication*, the *Journal of Technical Writing and Communication*, *Technical Communication*, and *Technical Communication Quarterly*.

Terri Fredrick is Professor of English at Eastern Illinois University, where she coordinates the Professional Writing Program and teaches composition. Among

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Brian Henderson is Associate Professor of English at Southern Illinois University Edwardsville, where he serves as the Graduate Advisor for the Teaching of Writing Program and teaches a variety of undergraduate writing courses as well as graduate courses in composition pedagogy and rhetoric. His scholarly interests tend to involve questions of place, power, and pedagogy. His current work explores how new materialist conceptions of subjectivity might offer a productive way to rethink rhetorical agency in pedagogical contexts.

Drea Rae Killingsworth, formerly part of the Earth and Environmental Sciences Department, is now pursuing a Master's in Education at Western New Mexico University and is a teacher in Silver City, New Mexico.

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Michelle LaFrance is Associate Professor of English and formerly directed the Writing Across the Curriculum Program at George Mason University. Michelle has published on peer review, preparing students to write across the curriculum, e-portfolios, e-research, and Institutional Ethnography. She is an avid home brewer, community gardener, and concert-goer.

Amy Lannin, Associate Professor in English Education, directs the Campus Writing Program at the University of Missouri and is the director of the Missouri Writing Project. Lannin teaches courses on reading and writing across the curriculum and the teaching of writing. Lannin's research focuses on writing and literacy across the curriculum. Lannin currently serves on the lead editorial board for *Literacy Research: Theory, Method, and Practice*, a publication of the Literacy Research Association.

Katie Manthey is Assistant Professor of English and Director of the Writing Center at Salem College, a small women's college in Winston Salem, NC. Her research and teaching are focused around professional writing, cultural rhetorics, dress studies, and fat studies. She is a body positive activist and moderates the website Dress Profesh, which highlights the ways that dress codes are racist, cis-sexist, ageist, classist, etc. Her work has appeared in *Jezebel* and *Oppression and the*

Body: Roots, Resistance, and Resolutions, and is currently working on a manuscript titled *Writing the Body: Fat Fashion, Body Positivity, and Ethical Reading*, which is under contract with the University of Nebraska Press.

Scott May received his Master's in Composition and Rhetoric from Eastern Illinois University. His pedagogical interests, related to his contribution here, remain with the evaluation of student writing and its effects on student motivation.

Lee Nickoson is Professor and Chair of the Department of English at Bowling Green State University and a member of the Rhetoric & Writing doctoral program. She regularly teaches courses on research methods, writing assessment, and composition pedagogy. Her research interests include feminist research methods and pedagogy and community-based studies of literate practices.

Laurie A. Pinkert is Assistant Professor of Writing and Rhetoric at the University of Central Florida where she has coordinated undergraduate major, minor, and certificate programs and co-developed a cross-disciplinary writing initiative to support graduate school preparation for students who are typically underrepresented in higher education. Her research examines the intersections between writing practices, pedagogies, and programs with an emphasis on developing infrastructures that are responsive to emerging needs in the educational landscape.

Jesse Priest is Assistant Professor of English at New Mexico Tech, where he teaches FYW courses and undergraduate and graduate courses in technical communication. He now directs the Writing and Oral Presentation Center. He is currently working on a project involving Tech Writing pedagogy in STEM, and is collecting data from the Writing Center as he works with tutors to expand the WC's role in the campus community.

Martha Schaffer is Associate Director of Composition at Case Western Reserve University. Her teaching and research focus on development of writers' potential, self-assessment practices, and cultural theory. She oversees first-year writing placement and the Foundational Writing Program, and teaches courses in advanced grammar and linguistics.

Elliot H. Shapiro is Senior Lecturer and Knight Foundation Director of Writing in the Majors in Cornell University's John S. Knight Institute for Writing in the Disciplines. He also directs the Faculty Seminar in Writing Instruction. Publications include articles on American literature and film as well as the teaching of writing.

Steve Simpson is Associate Professor of Communication at New Mexico Tech and teaches courses in scientific and technical communication for graduate and undergraduate students. Formerly the Writing and Oral Presentation Center Director at the time this chapter was written, he is now the chair of the Department of Communication, Liberal Arts, and Social Sciences, as well as the co-chair of the Consortium on Graduate Communication.

Trixie G. Smith is Director of The Writing Center and the Red Cedar Writing Project at Michigan State University, where she is Associate Professor in the

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Kaylin Stravalli is a former graduate student in literature and creative writing. She currently lives and works in St. Louis, MO and continues to build her career as a freelance writer and author.

Martha (Marty) Townsend directed the University of Missouri's Campus Writing Program from 1991 to 2006. She is Professor Emerita in the Department of English, having taught graduate and undergraduate courses in rhetoric and composition. She earned her Ph.D. from Arizona State University in 1991, and is a Fellow of the Bryn Mawr HERS Summer Institute for Women in Higher Education Administration. Townsend's specialization is Writing Across the Curriculum. Her research and consulting have taken her to over 90 colleges and universities in the U.S. and numerous international destinations.

Shari Wolke completed her Master of Arts in Writing and Rhetoric-Critical Studies in Literacy and Pedagogy in 2012 at Michigan State University (MSU). During her tenure at MSU, she worked as a Writing Instructor, Writing Center Consultant, and Graduate Writing Group Facilitator, and focused her research on multilingual writers and the linguisticism these writers often experience (see Zuidema, 2005). After some time spent working as an adjunct instructor, she is now teaching English at the secondary level, at Novi High School in Novi, Michigan.