Contributors

Authors

Joseph Bartolotta is Assistant Professor in the Department of Writing Studies & Rhetoric at Hofstra University. His work examines the training and application of usability and user experience principles in writing programs and for students in TPC. He further explores the ways schools and industry organizations define best practices, competencies, and ethics in their respective contexts, and looks for ways to bring both together for generative discussions.

Bianca Batti is a Marion L. Brittain Postdoctoral Fellow and Online Developer for Teaching and Learning in the Writing and Communication Program at the Georgia Institute of Technology. She received her Ph.D. in literary studies with a graduate concentration in Women, Gender, and Sexuality Studies from the Department of English at Purdue University. Her research interests include online pedagogy, feminist game studies, and the digital humanities. Her work has been published in scholarly journals like The Popular Cultural Studies Journal and Kairos: A Journal of Rhetoric, Technology, and Pedagogy, and also in Haywire Magazine, Not Your Mama's Gamer, and edited anthologies.

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Bradley Dilger, Associate Professor of English at Purdue University, is co-lead of the Corpus & Repository of Writing (Crow, writecrow.org), the first learner corpus linked to a repository of pedagogical texts. With Neil Baird, he studies writing transfer.

Theresa M. Evans (Tess) is Assistant Teaching Professor in the Department of English at Miami University of Ohio. She teaches courses in the Professional Writing Program, including face-to-face, hybrid, and fully online sections of Technical Writing and Professional Communication for Business. She became interested in online writing instruction in 2012, shortly after defending her dissertation in Rhetoric and Composition, when she spent a year teaching online sections of first-year writing and research courses. Other teaching and research interests include professional and technical writing, commercial rhetoric, and contingency studies. Her work has been published in *Rhetoric Review*, *The Proceedings of the Computers and Writing Conference*, and *Online Literacies Open Resource (OLOR)*. Tess serves on the executive board of the Global Society of Online Literacy Educators (GSOLE), transitioning in 2020 from Secretary to Treasurer.

Thomas M. Geary (Ph.D., University of Maryland) is a Professor of English at the Virginia Beach campus of Tidewater Community College, where he teaches face-to-face and online composition, rhetoric, technical writing, developmental writing, and humanities courses. Tom serves as the editor of *Inquiry*, the peer-reviewed journal for faculty, staff, and administrators in Virginia's community colleges, as well as a member of the MLA Delegate Assembly. Tom has several forthcoming book chapters and articles, and his research interests include sonic rhetoric, electracy, online writing instruction, podcasting, digital storytelling, open educational resources, community colleges, and compassionate pedagogy.

Guiseppe Getto is Associate Professor of Technical and Professional Communication at East Carolina University and is President and Founder of Content Garden, Inc., a digital marketing, content strategy, and UX firm: contentgarden. org. His research focuses on utilizing user experience (UX) design, content strategy, and other participatory research methods to help people improve their communities and organizations. His co-edited collection, Content Strategy in Technical Communication, is currently available from Routledge. The findings of his research have been published in peer-reviewed journals such as IEEE Transactions on Professional Communication; Technical Communication; Computers and Composition; Rhetoric, Professional Communication, and Globalization; Communication Design Quarterly; and Reflections; as well as conference proceedings for the Association for Computing Machinery's Special Interest Group on Design of Communication (ACM SIGDOC). His work has also appeared in industry-based publications such as Intercom and Boxes and Arrows. He has taught at the college level for over fifteen years. During that time, he has consult-

ed and formed research and service-learning partnerships with many non-profits and businesses, from technical writing firms to homeless shelters to startups. He is also a poet. His first book, Familiar History, is currently available from Finishing Line Press at guiseppegetto.com/poetry. Read more about him at guiseppegetto.com

Heidi Skurat Harris is Associate Professor and Graduate Coordinator in the Department of Rhetoric and Writing at the University of Arkansas–Little Rock where she oversees the Graduate Certificate in Online Writing Instruction. She currently teaches online writing instruction, technical writing, and creative nonfiction at UALR. Her publications focus primarily on research into effective online program development & sustainability and creating community and rapport with online students.

Lyra Hilliard is Senior Lecturer in the Department of English at the University of Maryland, College Park. She teaches hybrid and online writing courses for the Academic and Professional Writing Programs and coordinates the internship program for undergraduate teaching assistants in English courses. In her role as Blended and Online Learning Coordinator, she co-developed and co-directs the department's online and hybrid teacher training program. She has led the Academic Writing Program's hybrid faculty learning community since 2013.

N. Claire Jackson is a Ph.D. Candidate in Rhetoric and Composition at the University of Louisville. Her research interests include writing program administration, writing teacher development, online writing instruction, labor, and translingualism. As Assistant Director of Composition at UofL, she developed a professional development course in Online Writing Instruction for graduate students and faculty.

George H. Jensen is Professor in the Department of Rhetoric and Writing at the University of Arkansas Little Rock, where he teaches courses in rhetorical theory and creative nonfiction. His books include *Personality and the Teaching of Composition* (with John K. DiTiberio, 1989), *Storytelling in Alcoholics Anonymous: A Rhetorical Analysis* (2000), and *Identities Across Texts* (2002). In addition to these scholarly books, he has written *Some of the Words Are Theirs: A Memoir of an Alcoholic Family*, which was published with Moon City Press in 2009. With Heidi Skurat Harris, he is drafting a book on Norman Maclean's revisions to "A River Runs through It."

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Angela Laflen is currently a faculty member 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. She has been teaching online courses since 2007. Her published work focuses on digital and multimodal literacies and writing response practices, and her work has appeared in *Computers and Composition*, *Assessing Writing*, and the *Journal of Response to Writing*, among others.

Kathleen Turner Ledgerwood is Assistant Professor of English and the Writing Area Coordinator at Lincoln University in Missouri. As a teacher-scholar-activist, she is very interested in equity-based, antiracist, and decolonizing teaching practices. This interest has led to research in how students deal with affect in regards to writing feedback and revision. In her spare time, you'll also find her studying and writing about popular media, especially film and television.

Cat Mahaffey is Senior Lecturer in the Writing, Rhetoric and Digital Studies (WRDS) Department at UNC Charlotte. She teaches first-year writing and courses such as Digital Design Theory and Practice and The Rhetoric of Digital Design. Her research interests include online privacy, accessibility, digital rhetoric, and technical and professional writing. Her work and research are published in *Next Steps: New Directions for/in Writing about Writing* (2019) and *Emerging Technologies in Virtual Learning Environments* (2019).

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Andrea R. Olinger is Director of Composition and Associate Professor of English at the University of Louisville, where she studies disciplinary writers' representations and practices of style, WAC/WID, and writing teacher development.

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Allegra W. Smith is a Ph.D. candidate in Rhetoric and Composition at Purdue University. A professional and technical communication teacher-scholar, her work focuses on improving technological experiences for diverse populations. Her research has appeared in the Journal of Global Literacies, Technologies, and Emerging Pedagogies (JOGLTEP), the proceedings of the Association for Computing Machinery Special Interest Group on Design of Communication (ACM-SIGDOC), and Communication Design Quarterly.

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Erica M. Stone is Assistant Professor of English and Associate Director of General Education English at Middle Tennessee State University. As a teacher-scholar, she works at the intersection of technical communication, public rhetoric, and community organizing. Erica's writing can be found in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Forum: Issues about Part-time & Contingent Faculty*; *Basic Writing Electronic (BWe) Journal*; *Spark: A 4C4Equality Journal*; *Community Literacy Journal*; and various edited collections. Read more about her community-based work at ericamstone.com. Contact her at erica.stone@mtsu.edu or on Twitter @ericamstone.

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Lydia Wilkes has taught online writing courses for over a decade at a variety of institutions, most recently as an assistant professor of English at Idaho State University. She has published on anti-Black racism in online writing instruction in the *Proceedings of the Computers and Writing Annual Conference, 2016 & 2017*. Her work has also appeared in *Composition Forum* and the *Journal of Veterans Studies*.

Editors

Jessie Borgman has taught both face-to-face and online since 2009. She has several published articles and book chapters and has presented at conferences

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Casey McArdle is Associate Chair for Undergraduate Studies in the Department of Writing, Rhetoric, and American Cultures at Michigan State University. He is an advocate for accessibility in and out of the classroom and has been involved with OWI for many years via publications, presentations, and research teams that focus on OWI.

Together, in 2015, Borgman and McArdle co-created a resources website and community for online writing instructors called, The Online Writing Instruction Community (owicommunity.org). They co-authored a book which was released in the fall of 2019 titled, *Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors* which is based on their PARS approach to online writing instruction.[1] They host professional development workshops on online writing instruction and the PARS approach.

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1. View the book at https://wac.colostate.edu/books/practice/pars/.