

## Contributors

**Sean Barnette** is Associate Professor in the Department of English and Foreign Languages at Lander University in Greenwood, SC, where he teaches first-year writing, linguistics, and rhetoric. He also serves as the internship coordinator for English majors and as a teacher and advisor within Lander's Honors College.

**Lori Brown** is a former high school German teacher, assistant principal and school district grant writer who currently works as Director of Learning Solutions and Services at ASCD. Working from her home in Asheville, N.C., Brown continues to publish in both the academic and faith-based sector, holding degrees in German and educational leadership from Davidson College, Furman University, and Western Carolina University. Her doctoral research focused on teacher response to the violent writings of secondary students.

**Lillian Craton** is Associate Professor of English at Lander University in South Carolina, as well as Director of the Honors College. While her primary research area is British literature, particularly Victorian studies, she teaches composition every semester and is deeply passionate about the work of mentoring student writers.

**Kathryn Crowther** is Assistant Professor of English at Georgia State University's Perimeter College, where she teaches first-year composition and British literature. In addition to her research on teaching and learning, she specializes in nineteenth-century British literature, contemporary Neo-Victorian literature, and Steampunk, and she is also pursuing research in disability studies, autism and literature, and digital pedagogy.

**Casie Fedukovich**, is Assistant Professor in English and serves at the Associate Director of the First-Year Writing Program at North Carolina State University. Her research explores graduate teacher training, most recently in the context of disability studies, and writing program administration.

**Rachel Anya Fomalhaut** is an adjunct professor of writing, English, and women's, gender, and sexuality studies at Ithaca College, Elmira College, and Binghamton University, all in upstate New York. Her dissertation, "The Affective Representation of Loss in Multi-Cultural Women's Literature," contains a chapter on writing pedagogy focused on FYC and WAC/WID.

**Lynée Lewis Gaillet** is Professor and Chair of the English department at Georgia State University. She has published numerous articles and books addressing Scottish rhetoric, writing program administration, composition/rhetoric history and pedagogy, publishing matters, and archival research methods.

**Christopher Garland** received his Ph.D. from the University of Florida and is Assistant Professor in the Department of English at the University of Southern Mississippi. His most recent publications are in the journals *Social and Economic Studies*, *Contemporary French and Francophone Studies*, and *Writing Visual Cul-*

ture. He is currently at work on his first book.

**Ruth A. Goldfine** is Professor of English and Interim Associate Dean of University College at Kennesaw State University in Kennesaw, Georgia. Her research focuses on her work with first-year students (both in English composition courses and in first-year seminar classes) and in the area of the scholarship of teaching and learning.

**Pamela Henney** serves as Adjunct Instructor of English at Kent State University in Kent, OH, and North Central State College in Mansfield, OH. Her research focuses on varied approaches to assisting first-year composition students to become successful writers, academic and beyond.

**Renée Love** is Dean of Arts & Humanities at Lander University, a regional, public university in SC. She is also Associate Professor of English and a columnist; her scholarship often includes topics related to student success, civic rhetoric, faculty development, and human potential.

**Rachel McCoppin** is Professor of Literature at the University of Minnesota-Crookston. She has published scholarly articles in the areas of mythology and comparative literature. She has also published the books, *The Lessons of Nature in Mythology* (McFarland 2015) and *The Hero's Journey and the Cycles of Nature* (McFarland 2016).

**Deborah Mixson-Brookshire** serves as Assistant Dean, Director of Distance Learning, and Associate Professor of Management in University College at Kennesaw State University in Kennesaw, Georgia. The majority of her research efforts and publications focus on first-year students and strategies that facilitate their academic success, such as experiential education and distance learning.

**Karen Bishop Morris** is Associate Professor, Director of First-Year Writing, and Director of the Calumet Campus Writing Center at Purdue University Northwest. Her work has appeared in *English Education*, *WPA: The Journal for Writing Program Administrators*, and several edited collections.

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**Matt Paproth** is currently Assistant Professor of English at Georgia Gwinnett College, where he teaches courses in contemporary British literature, digital media, first-year composition, and developmental writing. He received his Ph.D. from Southern Illinois University Carbondale and worked as a Marion L. Brittain Postdoctoral Fellow at the Georgia Institute of Technology. He has published essays on contemporary television, digital pedagogy, and postmodernist fiction. His thematic composition courses have covered diverse topics such as writing rock and roll, eating ethically, postmodernist revisions of *Robinson Crusoe*, time and *Breaking Bad*, and digital mapping and *Ulysses*.

**Abigail G. Scheg** is a course mentor for General Education Composition at Western Governors University. She researches, writes, publishes, and conferences

in the areas of online pedagogy, educational technology, composition, and popular culture.

**Lisa Whalen** teaches writing and literature at North Hennepin Community College in Brooklyn Park, Minnesota.