

CONTRIBUTORS

Reema Barlaskar is a Special Lecturer in the Department of Writing and Rhetoric at Oakland University. Her doctoral research focuses on literacy, authorship, and women's writing and reading practices in the long nineteenth century. She teaches writing as a process grounded in reflection and community, focusing on digital rhetoric and literacy as foundational methods in academic discourse and research.

Ruth Book is Lecturer and Coordinator of the Writing Center in the University Writing Program at Rochester Institute of Technology. Her research, teaching, and administration focus on the intersections of multimodal composition and access; her other interests include writing program administration, writing center studies, and bridging classical and digital rhetorics.

Anicca Cox is Assistant Professor of English at the University of New Mexico, Valencia Campus. Her work centers feminist materialist approaches to institutional change work, community orientations to writing pedagogy, and labor equity. Her scholarship has appeared in several academic journals including *College Composition and Communication*, *Writing Program Administration*, and the *Journal of Writing Assessment* as well as in several book chapters.

Madeline Crozier is a Ph.D. candidate in English (Rhetoric, Writing, & Linguistics) at the University of Tennessee, Knoxville. Her research interests include composition pedagogy, writing pedagogy education, and writing assessment. She has presented at conferences including CCCC, CWPA, and MLA, and her research has appeared in venues such as *Composition Forum* and the *Journal of Business & Technical Communication*.

Cristyn L. Elder is Associate Professor of Rhetoric and Writing at the University of New Mexico. Her research focuses on supporting historically excluded student populations in composition studies and across the disciplines. She is co-editor with Bethany Davila of the collection *Defining, Locating, and Addressing Bullying in the WPA Workplace* (2019) by Utah State University Press. Cristyn has also published in *Across the Disciplines*, *College Composition and Communication*, *Composition Forum*, *Composition Studies*, *WPA: Writing Program Administration*, and the *Writing Center Journal*. She teaches courses in composition theory, pedagogy, grammars, visual rhetoric, professional editing, and WAC. When she's not on campus, you'll find Cris traveling to far off places (sometimes via her bicycle) or at home with her human and feline family.

Corey Hamilton is Special Lecturer in the Department of Writing and Rhetoric at Oakland University. He has seven years experience teaching first-year composition courses along with technical, professional, and business writing

courses, specializing in teaching online. His dissertation focused on the Protestant American megachurch's ability to create an appealing rhetoric that would explain its growth, beyond commonly held myths. Within the classroom, he works to create an appealing rhetoric that edifies, builds up, and thus entices students to learn to learn.

Michelle LaFrance is Associate Professor of English at George Mason University, where she teaches graduate and undergraduate courses in ethnographic and community writing, WAC and Composition pedagogy, ethnography, feminist/cultural materialist and qualitative research methodologies. Her monograph in process is about the hybrid forms of rhetorical belonging at the Historic Congressional Cemetery in DC.

Michelle Miley is Associate Dean in the College of Letters and Science and Associate Professor of English at Montana State University, where she also serves as the writing center director and academic diversity partner. Her articles have appeared in journals such as *Writing Center Journal*, *WLN: A Journal for Writing Center Scholarship*, *Praxis*.

Elisabeth L. Miller is Assistant Professor of English and Director of the Writing and Speaking in the Disciplines program at the University of Nevada, Reno. She researches and teaches about disability, health, literacy, and writing in the disciplines. Her book *What It Means to Be Literate: A Disability Materiality Approach to Literacy after Aphasia* is available from University of Pittsburgh Press.

Cindy Mooty is a Special Lecturer in the Department of Writing and Rhetoric at Oakland University with 17 years of experience teaching composition classes. Her doctoral research examined service-learning composition courses at a minority-majority community college—disrupting the normal paradigm of how students should travel across racial borders. Within the classroom, she focuses on establishing the classroom community through student-centered pedagogy, an inquiry-based curriculum, and reflection.

Melissa Nicolas is Professor of English at Washington State University. She studies the rhetoric of health and medicine, disability studies, and writing program administration. Her most recent book, co-edited with Anna Sicari, is *Our Body of Work: Embodied Administration and Teaching*.

Jim Nugent is Professor of Writing and Rhetoric at Oakland University and associate editor of *College English*. His research interests include text technologies, the pedagogy of code, and professional writing. His most recent work, “Written in Homely Discourse: A Case Study of Intellectual and Institutional Identity in Teaching Genres” was co-authored with Megan Schoen, Cindy Mooty, and Lori Ostergaard and appears in *Writing the Classroom: Pedagogical Documents as Rhetorical Genres*, edited by Stephen Neaderhiser (Utah State University Press, 2022).

Lori Ostergaard is Professor of Writing and Rhetoric at Oakland University and editor of *College English*. Lori's scholarship has appeared in a number of journals and edited collections, including *College English*, *Rhetoric Review*, *Composition Studies*, *Composition Forum*, *Studies in the Humanities*, and *Peitho*.

Megan Schoen is Associate Professor of Writing and Rhetoric at Oakland University, where she serves as the director of first-year writing. She currently is an associate editor of *College English*. Her articles have appeared in *Rhetoric Review*, *WPA: Writing Program Administration*, *The WAC Journal*, and *constellations*. She co-edited with Greg Giberson and Christian Weisser the collection *Behind the Curtain of Scholarly Publishing: Editors in Writing Studies* (2022).

Melissa St. Pierre is Assistant Professor of English at Rochester University. She has over ten years of experience teaching first year writing. Her areas of interest include women's rhetoric, communication across generational lines, and writing creative nonfiction. Her classes focus on the idea of community and how the word and definitions change situationally.

Peter Vandenberg is Professor of Writing, Rhetoric, and Discourse and Executive Associate Dean of the College of Liberal Arts and Social Sciences at DePaul University in Chicago. He is the co-editor of three books, including *Keywords in Writing Studies*, and has published and spoken in a broad range of venues across a thirty-year career in rhetoric and composition.

Erin Workman is Assistant Professor of Writing, Rhetoric, & Discourse and Director of First-Year Writing at DePaul University. Her research has appeared in *College Composition and Communication*, *The WAC Journal*, the *Journal of Business & Technical Communication*, and *Composition Forum*, as well as in *Approaches to Lifespan Writing Research: Generating an Actionable Coherence*.