

# CONTRIBUTORS

**Stephanie Abraham** is Associate Professor of Language and Literacy Education at Rowan University. In her scholarship, she studies the language and literacy practices of emergent bilingual children attending a community writing center in South Philadelphia and how transnational teacher education changes teachers' ideologies toward language and literacy pedagogy and practices. Her work has been funded by The National Endowment for the Humanities, the Americas Research Network, the Spencer Foundation, and the Fulbright Organization. She has published in various empirical journals, including *Teaching and Teacher Education*, *Equity and Excellence in Education*, *The Reading Teacher*, and *The Journal of Educational Policy*. She has also published creative works, including “¡Aguacate!: Bringing Up Bebe Bilingüe” in *The Autoethnographer* and “After Reading Number the Stars” in *The Journal of Language & Literacy Education*.

**Sonia C. Arellano** is an independent scholar and current Director of the Migrant Quilt Project. Her scholarship broadly engages social justice issues through textiles, tactile methods and rhetorics, and mentoring of BIPOC students and faculty. You can see her scholarship in journals such as *Peitho*, *Rhetoric Review*, *Composition Studies*, and *College Composition and Communication*. Sonia was awarded the 2022 CCCC Richard Braddock Award for her research quilt and article titled “Sexual Violences Traveling to El Norte: An Example of Quilting as Method.” Additionally, Sonia received the 2022 Theresa J. Enos Anniversary Award, which recognizes “Best Essay” published in *Rhetoric Review*, for her article “Quilting as a Qualitative, Feminist Research Method: Expanding Understandings of Migrant Deaths.”

**William P. Banks** is Professor of Rhetoric, Writing, and Professional Communication at East Carolina University. In addition to directing the University Writing Program and the Tar River Writing Project, Will teaches courses in writing, research, and pedagogy, as well as LGBTQ and young adult literatures. His essays on digital rhetorics, queer rhetorics, writing assessment, pedagogy, and writing program administration have appeared in several recent books, as well as in *College Composition and Communication*, *College English*, and *Computers and Composition*. He has edited five recent collections of scholarship, including *English Studies Online: Programs, Practices, Possibilities* (2021) and *Re/Orienting Writing Studies: Queer Methods, Queer Projects* (2019). His co-authored monograph *Failing Sideways: Queer Possibilities for Writing Assessment* has been recently published by Utah State UP (2023).

**Bridget Gelms** is Associate Professor in the English department at San Francisco State University (SFSU), where she teaches courses in professional writing, social media rhetorics, document design, collaboration, and writing theory. She is also the co-director of the College Undergraduate Research Experience in SFSU's College of Liberal and Creative Arts. Additionally, Bridget teaches and tutors at Mount Tamalpais College—a fully accredited Associate of Arts degree and college preparatory program inside San Quentin State Prison. Her work has appeared in *Computers and Composition*, *Technical Communication Quarterly*, *Composition Forum*, and *enculturation*, among other journals and edited collections. She was the recipient of the Ellen Nold Award for Best Article in Computers and Composition Studies for her 2022 piece on research methodologies and social media harassment.

**Ashley J. Holmes** is Professor of English and Interim Director of the Center for Excellence in Teaching, Learning, and Online Education (CETLOE) at Georgia State University. She teaches undergraduate and graduate courses in composition theory and pedagogy, research methods, public and visual rhetoric, writing program administration, and digital writing and production. Her recent research explores student writing beyond the university, best practices for curriculum development and program design, and experiential and place-based pedagogies. Her first book *Public Pedagogy in Composition Studies* (2016) was published through the Conference on College Composition and Communication's Studies in Writing and Rhetoric Series, and her work has also appeared in *College English*, *Composition Forum*, *English Journal*, *Community Literacy Journal*, *Reflections*, *Kairos*, and *Ubiquity*, as well as several edited collections. Holmes serves as managing co-editor of *Composition Forum*. Her monograph *Learning on Location: Place-Based Approaches for Diverse Learners in Higher Education* was published by Routledge in 2023.

**Elise Verzosa Hurley** is Associate Professor of Rhetoric, Composition, and Technical Communication at Illinois State University, where she teaches graduate and undergraduate courses in rhetorical theory, technical communication theory and pedagogy, multimodal composition, feminist rhetorics, and visual/spatial rhetorics. She is also the editor of *Rhetoric Review*. Her scholarship has been published in *Technical Communication Quarterly*, *Kairos*, *Res Rhetorica*, and various edited collections.

**Jerry Won Lee** is Professor in the Department of English at the University of California, Irvine, where he currently serves as Director of the International Center for Writing & Translation and Director of the Program in Global Languages & Communication. His recent book publications include *Locating Translingualism* (Cambridge University Press 2022), *The Sociolinguistics of Global Asias* (Routledge 2022), *Language as Hope*, co-authored with Daniel N. Silva

(Cambridge University Press 2024). He is currently co-editing, alongside Li Wei, Prem Phyak, and Ofelia García, the *Handbook of Translanguaging* (under contract with Wiley-Blackwell) and, alongside Sofia Rüdiger, *Entangled Englishes* (under contract with Routledge), which explores the globalization of English in relation to its multiple, complex, and oftentimes unexpected entanglements.

**Meagan Malone** is Assistant Professor of English at the University of Alabama at Birmingham. In her research, she seeks to understand how rhetorical theory and practice must change in response to online, multimodal composing. Takeaways from this research suggest new technologies and methods to pioneer in the composition classroom that prompt students to consider all the semiotic resources at their disposal in some composition. She also studies and writes about embodied rhetoric and transgender theory.

**Aja Y. Martinez** is Associate Professor of English at the University of North Texas. Aja is author of the multi-award-winning book *Counterstory: The Rhetoric and Writing of Critical Race Theory* and is co-author, with Robert O. Smith, of several forthcoming titles on the storied histories of CRT.

**April L. O'Brien** is Assistant Professor at Sam Houston State University. Her research and teaching interests include public memory, countermemory, technical and professional communication, and social justice. She has published in *Technical Communication Quarterly*, *Technical Communication*, *Technical Communication and Social Justice*, *enculturation*, and elsewhere. Her current coauthored book project theorizes a rhetoric of countermemory. She is available at [aprilobrien@shsu.edu](mailto:aprilobrien@shsu.edu).

**Sarah Riddick** is Associate Professor of Professional Communication at Worcester Polytechnic Institute, where she researches and teaches courses in rhetoric and writing. Her research explores rhetorical methods and methodologies, digital publics and cultures, emergent media and technology, and rhetorical audience studies. Her work has been published in *Rhetoric Review*, *Computers and Composition*, and *Media and Communication*, among other journals and edited collections.

**Crystal VanKooten** is Associate Professor at Michigan State University, where she teaches courses in the Professional and Public Writing major and in first-year writing, and also serves as co-managing editor of *The Journal for Undergraduate Multimedia Projects (JUMP+)*. Dr. VanKooten's work focuses on digital media composition through an engagement with how technologies shape composition practices, pedagogy, and research. Her publications appear in journals that include *College English*, *Computers and Composition*, *Enculturation*, and *Kairos*. VanKooten's digital book, *Transfer across Media: Using Digital Video in the Teaching of Writing*, was funded by a Conference on College Composition and Communication Emergent Research/er Award and is available online from

Computers and Composition Digital Press. The book is a qualitative research project that provides an in-depth look at the experiences of eighteen first-year students as they completed different kinds of video composition assignments in their writing courses.

**Stephanie J. West-Puckett** is Assistant Professor of Professional and Public Writing at the University of Rhode Island where she directs the First Year Writing Program. Stephanie's research focuses on equity, access, and diversity in writing curricula and assessment, and she specializes in writing program administration and digital, queer, and maker-centered composition and assessment practices. Her scholarship has been published in *College English*, *Journal of Adolescent and Adult Literacy*, *Contemporary Issues in Technology and Teacher Education: English/Language Arts Education*, *Education Sciences*, *Journal of Multimodal Rhetoric*, and *Community Literacy Journal* as well as in several edited collections. The monograph *Failing Sideways: Queer Possibilities for Writing Assessment*, which she co-authored with Nicole Caswell and William Banks, was published in April 2023 by Utah State UP.