

CONTRIBUTORS

Megan Adams is Assistant Professor of Communication at The University of Findlay in Findlay, Ohio, where she serves as Co-Director of The Center for Storytelling and Participatory Media. Her work on digital storytelling has appeared in *Computers and Composition: Online* and *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Her most recent research project centers on work with *Hollow: An Interactive Documentary*. She also serves as co-editor of *Computers and Composition Online*.

Mustari Akhi is currently a first-year medical student at the Charles E. Schmidt College of Medicine at Florida Atlantic University, hoping to graduate with her M.D. by the year 2020. Prior to this, she graduated with a Bachelor's of Science from Nova Southeastern University in 2015, majoring in biology and minoring in behavioral neuroscience. Due to the positive influence her own mentors have had on her throughout her life, Mustari is especially passionate about volunteering with socioeconomically disadvantaged and/or marginalized populations through mentorship and pipeline programs. Although free time is rare in medical school, whenever she is not in class or clinic, Mustari enjoys creating both traditional and digital forms of art and design, watching foreign shows and documentaries, and meditating in nature.

Florence Elizabeth Bacabac is Associate Professor of Professional and Technical Writing at Dixie State University (DSU) in St. George, Utah. Her articles have appeared in *Business and Professional Communication Quarterly*, *Journal of Business and Technical Communication*, and *Journal of Literacy and Technology*, among others. She is a recipient of the Utah Campus Compact's 2014 and 2011 Civically Engaged Scholar Awards for service learning and community involvement. Aside from teaching, she also serves as director of DSU's Women's Resource Center where access to resources, mentoring, and support are given to women across the disciplines for their academic and professional development. She was a state board representative of the Utah Women in Higher Education Network (UWHEN) for four years and currently works with the American Association of University Women (AAUW)—St. George Branch to strengthen its ties with DSU.

Kristine L. Blair is Professor of English and Dean of the College of Liberal Arts and Social Sciences at Youngstown State University. She has taught courses in digital composing and scholarly publication in the Rhetoric and Writing Doctoral Program at Bowling Green State University from 1996-2016, where she also served as English Department Chair from 2005-2014. In addition to her publications in the areas of gender and technology, online learning, elec-

tronic portfolios, and faculty development, Blair currently serves as editor of both the international print journal *Computers and Composition* and its separate companion journal *Computers and Composition Online*. She is a recipient of the CCCC Technology Innovator Award and the Computers and Composition Charles Moran Award for Distinguished Contributions to the Field. In 2017, Blair received the Lisa Ede Mentoring Award from the Coalition of Feminist Scholars in the History of Rhetoric and Composition.

Beth A. Boehm is Professor of English, Vice Provost for Academic Affairs and Dean of the School of Interdisciplinary and Graduate Studies at the University of Louisville. Her research and teaching across three different areas of English studies: Modern British literature; narrative studies; and rhetoric, composition and pedagogy. She regularly teaches first-year composition, undergraduate literary surveys and special topic courses, and graduate courses in narrative, rhetoric, contemporary British literature and teaching literature. Since she joined the provost's office and the graduate school, most of her research has focused on issues in higher education, particularly the education of graduate students.

Stephanie Bower is Associate Professor of Teaching in the Writing Program at the University of Southern California. For the last eight years she has worked with her colleague, John Murray, along with community activists and organizers such as Amalia Molina (Center for Restorative Justice Works), Rick McGregor (Fades for Grades), Jennifer Ralls (Para Los Ninos), and Sr. Teresa Groth (Francisco Homes) to bring USC students and community members together in a digital storytelling project that has generated dozens of videos and over 30,000 views on YouTube. Her work has appeared in *The Chronicle of Higher Education*, *The Los Angeles Book Review*, *Legacy: A Journal of American Women Writers*, and *Modern Fiction Studies*. She wishes to extend profound thanks to collaborator John Murray and tech impresario Edward O'Neill for their generosity in sharing their insights in this piece. Gratitude also goes out to her wise and compassionate students for giving her permission to quote their reflections.

Jenn Brandt is the Director of Women's and Gender Studies and Assistant Professor of English at High Point University. Her work focuses on identity and narrative and has appeared in *Critique: Studies in Contemporary Fiction*, *Studies in 20th and 21st Century Literature*, *the Journal of Graphic Novels and Comics*, as well as a number of edited collections of in the fields of literary and gender studies.

Kimberly Z. Lopez Clemente has been involved in the feminist movement since her first year at Nova Southeastern University. Passionate about becoming a gynecologist, she saw the value of incorporating feminism to her career goals. Kimberly has tried to be involved in the community through various organizations such as The Women of Tomorrow Program, Alpha Phi Omega, and Science Alive and quite a few more. Her main goal is to help females of all ages to become com-

fortable with their bodies and to feel empowered about their abilities.

Kelly Concannon is Associate Professor of Writing in the Department of Writing and Communication at Nova Southeastern University. Her research interests include community engagement, service learning, feminist theory, social justice education, and literacy studies. Her book, *Peace and Social Justice Education*, was published in 2015, and she has published in major journals including *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning, The Journal of Feminist Scholarship, Academic Exchange Quarterly, Enculturation, Community Literacy, Journal for Expanded Perspectives on Learning, College Literature*, and *The Journal of Advanced Composition*. She also serves as an undergraduate mentor for the Undergraduate Journal of Service Learning and Community-Based Research.

Angela Crow is Associate Professor and teaches digital literacies at James Madison University in the School of Writing, Rhetoric, and Technical Communication. She volunteers in the local community as part of the Shenandoah Valley Bicycle Coalition's education group, studies the impact of social media on local advocacy initiatives for bicycling and walking, and tries to imagine best practices for rescripting/rewriting streets to create more hospitable options for those who would prefer active transportation alternatives.

Christine Denecker is Chair and Professor of English at the University of Findlay in Findlay, Ohio, where she also serves as the University's Director of the Center for Teaching Excellence. Her work in the application of feminist rhetorical theories has appeared in *Stories That Speak to Us* and will be included in the forthcoming *Cultivating Spheres: Agriculture, Technical Communication, and the Publics*. In addition, her research into multimodal composition as well as dual enrollment composition instruction has appeared in *Twenty Writing Assignments in Context: An Instructor's Resource for the Composition Classroom, Composition Studies, Computers and Composition: Online*, and *The Writing Instructor*. She also serves on the Board of Directors for The National Alliance of Concurrent Enrollment Partnerships.

Brandy Dieterle is a doctoral candidate in the Texts & Technology Program at the University of Central Florida. Her research interests are in multimodality, digital rhetoric, and, more specifically, digital identity and gender representations in social networks. Her work on teaching multimodality in first-year composition has appeared in the *Journal of Global Literacies, Technologies, and Emerging Pedagogies* and in *Composition Forum*. She also has a co-authored publication in the journal *Computers and Composition* on the subject of developing spaces in multiliteracy centers to promote collaboration and multimodal composing. Design decisions regarding Safely Social discussed in this chapter have also been published in the conference proceedings from Special Interest Group

on the Design of Communication (SIGDOC).

Katherine Fredlund is Assistant Professor of English and Director of First-Year Writing at the University of Memphis. Her research has appeared in *College English*, *Rhetoric Review*, *Peitho*, *Feminist Teacher*, and elsewhere. She specializes in nineteenth-century women's rhetoric, activist rhetoric, and collaboration. She previously taught at Indiana State University for four years, and her chapter discusses a course she taught there.

Barbara George is a doctoral candidate and Teaching Fellow at Kent State University. Her research interests include ecocriticism, rhetorics, literacies and critical discourse analysis surrounding environmental concerns, and community literacies. She is actively involved in several sustainability initiatives across the curriculum at Kent State University.

Joan Giroux is an interdisciplinary artist, activist and educator. An Associate Professor at Columbia College Chicago, she has received awards and grants, performed and exhibited in the US and abroad, and been invited to several international symposia on arts and the environment. Giroux received her MFA at Bard College and BFA at Parsons School of Design, and she studied with Shinkichi Tajiri at Berlin's Hochschule der Künste.

Beth Godbee is Assistant Professor of English at Marquette University. Her work addresses matters of equity in education, relational communication, and composition theory and pedagogy. Among her publications are articles in *Research in the Teaching of English*, *Community Literacy Journal*, *Feminist Teacher*, *Writing Center Journal*, *Across the Disciplines*, and *Praxis*. She has also co-authored chapters in *Writing Centers and the New Racism* (2011, Utah State UP) and *Stories of Mentoring* (2008, Parlor Press). She is currently working on projects focused on relational communication, community literacy, microaggressions, and epistemic injustice and rights.

Mariana Grohowski is editor of the *Journal of Veterans Studies*. She previously taught college writing, but now works in marketing and public relations on Lake Superior's shore..

Ames Hawkins is a writer, educator, and art activist. An Associate Professor in the Department of English at Columbia College Chicago, and a practitioner of collaboration as a radical act, Ames teaches and co-teaches courses in first year writing, cultural studies, and literature. Ames uses writing and art to explore the interstices of text and image, theorizing the power and pleasure of queer(ing) form; her most recent creative and critical work appears in *Computers and Composition Online*, *Slag Glass City*, *The Feminist Wire*, *Interdisciplinary Humanities*, and *Water-Stone Review*. She served as curator and co-editor of the Lambda Literary Foundations 25th Anniversary 2103 eBook Collection, *25 for 25: An Anthology of Works by 25 Outstanding Contemporary Authors and Those*

They Inspired. Ames is currently working on the installation/book project, *These Are Love(d) Letters: e, l, o, r, s, t, v*, and is co-host and co-producer of *Masters of Text* (mastersoftext.com), a scholarly podcast exploring alternative alphabetic texts and creative-critical scholarship.

Emma Howes is Assistant Professor of English at Coastal Carolina University in Conway, South Carolina. Her scholarly interests include literacy studies, feminist theory and pedagogy, archival research methods and methodologies, and historical Appalachian Studies. Howes's current research explores literacy campaigns in early twentieth-century cotton mill villages that targeted female mill workers. In particular, she is looking at mills in the Carolinas. Howes is also interested in developing feminist archival methodologies, exploring approaches to historical research about populations difficult to access through traditional methods. She contributed a chapter to the collection, *Rewriting Appalachia: Literacy, Place, and Cultural Resistance*.

Emily Johnston is a postdoctoral researcher in writing pedagogy at the University of Delaware (UD). She studies student uptake of reading and writing about sexual trauma in contemporary fiction, film, medical literature, and trauma theory. While she began her teaching career working with first graders in her hometown of San Francisco, Johnston has since taught composition, creative writing, gender studies, and English as a second language courses at University of Alaska Fairbanks, University of Nevada Reno, Illinois State University, and her current institution, UD. Johnston earned her Ph.D. in English Studies from Illinois State University ('16), earned an MFA in Poetry from University of Alaska Fairbanks ('07), and is Managing Editor of SRPR (*Spoon River Poetry Review*). Johnston contributed an article on trauma theory as activist pedagogy to a special pedagogy issue of *Antipodes: A Global Journal of Australian/New Zealand Literature*, and a review of the campus sexual assault documentary, *The Hunting Ground*, to *Women's Studies in Communication*.

Cara Kozma is Assistant Director of Service Learning and Assistant Professor of English at High Point University. Her research interests include service learning, community literacy and publishing, and composition pedagogy. She works with faculty across the disciplines to integrate service learning effectively into their teaching and codirects a university-sponsored community writing center that facilitates interdisciplinary service learning classes and community publishing projects.

Katie Manthey is Assistant Professor of English and Director of the Writing Center at Salem College, a women's college in Winston Salem, NC. Her research and teaching are focused around cultural rhetorics, dress studies, and civic engagement. She is a body positive activist and moderates the website Dress Profesh, which highlights the ways that dress codes are racist, cissexist, ageist,

classist, etc. Her work has appeared in *Peitho: The Journal of the Coalition of Women Scholars in the History of Rhetoric & Composition*, *Jezebel*, and *The Journal of Global Literacies, Technologies, and Emerging Pedagogies*.

Keri E. Mathis is a doctoral candidate in English at the University of Louisville and the research assistant to Dean Beth Boehm in the School of Interdisciplinary and Graduate Studies. In this role, she has assisted in developing professionalization programs, including teaching, technology, and career workshops for graduate students. Her research interests in rhetoric and composition include the study of how genre and developments in technology have influenced the way people write and learn to write in historical moments marked by rapid technological innovation. While pursuing her degree at UofL, she has served as the Vice-President and active member of the Graduate Student Council and a graduate student senator for the Student Government Association.

Jennifer Roth Miller is a graduate research associate and doctoral candidate in the Texts and Technology Doctoral Program at the University of Central Florida. Jennifer's research interests seek to better understand digital citizenship by exploring the convergence of communication, technology, philanthropy, and education. Jennifer's current projects involve digital privacy and domestic violence, cancer awareness and digital activism, tragedy response, Holocaust remembrance, and social media's relationship to access and pedagogy. Jennifer is a HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory) Scholar. Her work has been published in *Xchanges* and *Enculturation: A Journal of Writing, Rhetoric, and Culture*.

Morgan Musgrove is a neuroscience major at Nova Southeastern University and will be graduating in May 2017. She is a STEM concentrated activist and focuses most of her efforts on female, high school students. Morgan is also a tutor at her university's writing center and has taken part in a writing internship helping high school students surpass the difficulties of academic writing. She is actively working in two labs looking at the psychophysiological and behavioral relationship between bilingualism and executive functioning of the brain. When she is not partaking in academic endeavors, she enjoys lifting weights and the company of her bloodhound.

Julie Myatt is Associate Professor of English at Middle Tennessee State University, where she serves as Co-Director of General Education English and teaches undergraduate writing and literature courses and graduate courses in composition theory and pedagogy. She is currently researching the rhetorical strategies and coalition-building practices of a contemporary grassroots organization advocating on behalf of women and children. She earned her Ph.D. in Rhetoric and Composition from the University of Louisville, is a National Writing Project fellow, and serves as Co-President of WPA Midsouth, an affiliate

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Julie D. Nelson is Assistant Professor at North Carolina Central University, where she teaches courses in rhetoric and composition. Her research interests include rhetorical theory, emotion studies, and archival work.

Ashley Nichols is a graduate student at Nova Southeastern University in Fort Lauderdale, Florida, where she currently studies business. Nichols maintains a passion for activism and social justice, and has completed several projects intended to assist at risk youth. She is an active mentor in the community, and her research has appeared in *Peace and Social Justice Education on Campus: Faculty and Student Perspectives*. Nichols has participated in several leadership conferences, where she argues for creative initiatives intended to address gender inequalities. She is pursuing a master's in management, with an ultimate goal of using her passion to create a non-profit which assists at risk students.

Lee Nickoson is Associate Professor of English and Director of the General Studies Writing Program at Bowling Green State University. Her teaching experiences and interests span undergraduate- and graduate-level courses and include a shared investment in collaborating with student writers in investigations of writing as a form of activism. Understanding teaching, researching, and WPA as deeply connected intellectual efforts, Nickoson engages feminist methodologies to explore methods and motivations writing researchers call upon.

Jessica Ouellette is Assistant Professor of English and Women and Gender Studies and Director of Writing Programs at the University of Southern Maine. She specializes in contemporary feminist rhetorics, digital rhetorics, and transnational studies. She has written about both the affordances and limitations of digital spaces as sites for feminist activism in the *Harlot Journal*, and she is currently working on a book project that explores the relationship between feminist rhetorical practices, affect, and digital circulation.

Kathryn Perry is Assistant Professor of English at California State University, Los Angeles. Her research focuses on community literacy as it takes place at the intersections of university and community agendas, narrative theory, and composition pedagogy. She seeks opportunities to use storytelling to facilitate serendipitous yet sustainable growth for university and community relationships surrounding literacy. Her work has appeared in the *Journal of Composition Theory* and *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.

Krista Ratcliffe is Professor and Chair of English at Arizona State University in Tempe, Arizona. She has served as the CCCC Representative and Chair of NCTE's College Forum, as President of the Coalition of Women Scholars in the History of Rhetoric and Composition, and as President of the Rhetoric Society of America. Her research focuses on the intersections of rhetoric, feminist theory, critical race theory, and pedagogy. Her publications include

Anglo-American Feminist Challenges to the Rhetorical Tradition, Who's Having This Baby (with Helen Sterk, Carla Hay, Alice Kehoe, and Leona VandeVusse), *Rhetorical Listening: Identification, Gender, Whiteness* (2006 JAC Gary Olsen Award; 2007 CCCC Outstanding Book Award; 2007 RSA Outstanding Book Award), *Silence and Listening as Rhetorical Arts* (co-edited with Cheryl Glenn) and *Performing Feminist Administration* (co-edited with Becky Rickly). Her work has appeared in edited collections, as well as in *CCC, JAC, Rhetoric Review*, and *College English*.

Liz Rohan is Associate Professor of Composition and Rhetoric at the University of Michigan-Dearborn. With Gesa Kirsch, she is the editor of *Beyond the Archives: Research as Lived Process* (Southern Illinois Press, 2008). Her research that reflects her ongoing interests in pedagogy, feminist research methods and America's progressive era has appeared in journals such as *Rhetoric Review, Composition Studies, Pedagogy, JAEPL, Reflections, Composition Forum, Peitho*, and also in several book chapters.

Lauren Rosenberg is Associate Professor at New Mexico State University where she directs the writing program and serves as Associate Department Head. She is the author of *The Desire for Literacy: Writing in the Lives of Adult Learners* (CCCC/NCTE, 2015). Threaded through all of Rosenberg's work is a commitment to examining and advocating for equity through community engagement and public activism. Her literacy research extends from the study of adult learners in her book to a current project on the writing practices of military veterans while in service and as university students. Her writing has also appeared in *Community Literacy Journal* and *Reflections, A Journal of Public Rhetoric, Civic Writing, and Service Learning* as well as in a number of co-authored articles and book chapters, including *Feminist Rhetorical Resilience: Possibilities and Impossibilities*.

Jacqueline Schiappa is a postdoctoral writing fellow at Macalester College. Schiappa teaches in multiple disciplines including departments of Communication Studies, English, Gender Women and Sexuality Studies, Writing Studies and Environmental Studies. She has published on feminist debates about intersectionality in the "Slutwalk" phenomenon, and her current research focuses on networked counterpublics' social media strategies. For example, she has recently published work on Black Twitter's use of multimodal hashtag campaigns like #IfTheyGunnedMeDown to rebut mainstream media representations of Black victims of state violence. She remains invested in civically engaged scholarship, focusing projects on social media activism, social justice movements, and public rhetoric.

Mary P. Sheridan writes and teaches on questions relating to digital composing, community engagement, and feminist methodologies. She has written

Girls, Feminism, and Grassroots Literacies: Activism in the GirlZone and *Design Literacies: Learning and Innovation in the Digital Age* (with Jennifer Rowsell) and has co-edited *Writing Studies Research in Practice: Methods and Methodologies* as well as *Feminism and Composition: A Critical Sourcebook*. Her articles have appeared in *CCC*, *Computers & Composition*, *Kairos*, *JAC*, *Written Communication*, *Feminist Teacher*, *Composition Studies*, and *Journal of Basic Writing*. Sheridan won the 2010 Winifred Bryan Horner Outstanding Book Award from Coalition of Women Scholars in the History of Rhetoric and Composition; the 2009 Civic Scholarship/Book of the Year Award from *Reflections: A Journal of Writing, Service-Learning, and Community Literacy*; and, as part of a collaborative group, *Computers and Composition's* Michelle Kendrick Outstanding Digital Production/Scholarship Award for 2008.

Sarah Sisser is Executive Director of the Hancock Historical Museum in Findlay, Ohio. Sisser holds a BFA in Historic Preservation from the Savannah College of Art & Design (SCAD) in Savannah, Georgia. While in Savannah, Sarah served as an Assistant Preservation Planner for the Chatham County-Savannah Metropolitan Planning Commission. Sisser also holds a Master's degree in Community Planning from Auburn University. In her work at the Hancock Historical Museum, Sisser oversees the facilities, events, and programming that bring an annual attendance of more than 20,000 people, including approximately 3,500 Hancock County schoolchildren.

Trixie G. Smith is Director of the Writing Center and the Red Cedar Writing Project, as well as a member of the faculty in Writing, Rhetoric & American Cultures and the Center for Gender in Global Contexts at Michigan State University. Her teaching and research are infused with issues of gender, queerness, and activism even as they revolve around writing centers, writing across the curriculum, writing pedagogy, and teacher training. Whenever possible, these areas are intersected with her interests in pop culture, community writing, and the idea that we're just humans learning with/from other humans (with bodies, feelings, lives outside the academy).

Jessica E. Tess is Special Lecturer in the Writing and Rhetoric Department at Oakland University. She graduated with her Master's in Critical Studies in Literacy and Pedagogy from the Writing, Rhetoric, and American Cultures Department at Michigan State University in 2014 with a graduate certificate in Community Engagement. After graduating, she worked for over a year as a social media specialist for MSU Extension, where she contributed to a federally-funded national project studying community behavioral health. She has also worked as a writing consultant in two writing centers. Her research interests include community engagement, feminist pedagogies and methodologies, digital humanities/social sciences, and social media research.

Douglas M. Walls is Assistant Professor of English at North Carolina State University, where he is a member of the faculty in the Master's of Science in Technical Communication (MSTC) and the Communication, Rhetoric, and Digital Media (CRDM) programs. His research interests are in the design of user experiences for underrepresented or traditionally marginalized groups and nonprofit organizations, especially in social media contexts. Douglas received Honorable Recognition in 2015 for the Ellen Nold Award in Computers and Composition Studies for his article "Access(ing) the Coordination of Writing Networks." His work has appeared in both traditional and new media forms in the *Journal of Business and Technical Communication*, *Computers and Composition*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; and various edited collections.

Danielle M. Williams is Interim Director of First-Year Writing and Lecturer in Professional Writing & Rhetoric in the Department of English at Baylor University. She teaches courses in first-year composition, technical and professional writing, and multimodal composition. Her research interests include digital media and composition pedagogy, service-learning and community-based writing, and digital civic engagement. Her work has appeared in *Computers and Composition*.

The Reverend Angela W. Zimmann is Vice President for Advancement and Adjunct Professor of Preaching at United Lutheran Seminary. Prior to arriving at the seminary in 2014, Zimmann served in Jerusalem, Israel/Palestine as Pastor and Special Assistant to Bishop Munib Younan, (President of the Lutheran World Federation) and co-pastor of the English congregation at Church of the Redeemer in Jerusalem. She has also served as pastor of Trinity Lutheran Church, Riga, MI and run for congress in the 5th District of Ohio She taught full-time at Bowling Green State University from 2008-2013 after receiving her doctorate from BGSU's Rhetoric and Writing Program in 2007. She has taught preaching courses at Gettysburg Seminary occasionally since 2007.