Contributors

About the Editors

Jessie Borgman, Ph.D. and Casey McArdle, Ph.D. have been online writing instructors and course designers for over a decade. They both began teaching online with no experience at for-profit schools. They have since worked to grow their careers together and individually in the fields of rhetoric and writing studies, technical communication, and user experience (UX). Together, Borgman and McArdle co-created The Online Writing Instruction Community resources website in 2015. In 2019, they co-authored Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors, which was the winner of the 2020 Computers and Composition Distinguished Book Award. In 2021 they co-edited PARS in Practice: More Resources and Strategies for Online Writing Instructors. They have presented for multiple institutions across the country and been featured speakers by organizations, such as the Conference on College Composition and Communication (CCCCs), Bedford/St. Martin’s, and the Council of Writing Program Administrators. They were featured in an interview for the National Council of Teachers of English Council Chronicle in 2020. They served as mentors for the CCCCs Emergent Researcher award winner for the 2021 year.

Jessie Borgman, Ph.D. is an online writing instructor in the Writers’ Studio at Arizona State University and has taught both face-to-face and online since 2009. She has published several articles and book chapters and has presented at conferences such as the Conference on College Composition and Communications, Computers and Writing, and Two-Year College English Association. She has served on the CCCC OWI Standing Group in multiple capacities and currently serves as the chair. As the CCCC OWI Standing Group chair, she co-led a
national survey on online writing instruction and collaborated with the research group to write *The 2021 State of the Art of OWI Report*. Her research interests include online writing instruction, instructional design, content strategy, user experience, two-year colleges, and writing program administration.

Casey McArdle is the associate chair for undergraduate studies in the Department of Writing, Rhetoric, and American Cultures at Michigan State University, where he directs the Experience Architecture and Professional and Public Writing programs. He is an advocate for usability, accessibility, and sustainability in and out of the classroom and has been involved with OWI for many years via publications, presentations, and research teams that focus on distance education and learning experience design.

**About the Authors**

**Abram Anders** is Director of Communication Innovation and an Associate Professor of English at Iowa State University. His research interests include academic innovation, creative collaboration, innovation and entrepreneurship, and leadership communication.

**Jeanine Elise Aune** is Director of the ISUComm Advanced Communication (AdvComm) program and a Professor at Iowa State University (ISU). She received her Ph.D. from the University of Wisconsin-Madison. Two multi-section courses she directs recently earned Quality Matters certification, the first multi-section courses to receive such certification at ISU. She is the co-author of *Business Communication 13e* with Jo Mackiewicz and *Technical Writing for Engineers & Scientists 4e* with Leslie Potter. She has received several awards for teaching and for her work with ISU’s learning communities.

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**Tiffany Bourelle** is Associate Professor at the University of New Mexico, where she runs an online writing program called eComposition (eComp). She also teaches a practicum for graduate students that emphasizes best practices for teaching composition in the digital era, which blends multimodal composition with online pedagogies. Her work has been published in *Computers and Composition, Kairos, Technical Communication Quarterly*, and *Communication Design Quarterly*. She is the co-author of *Teaching Writing in the Twenty-First*
Contributors

Century and Administering Writing Programs in the Twenty-First Century (with Beth Hewett and Scott Warnock).

Miranda L. Egger is Senior Instructor and Assistant Director of Composition at the University of Colorado Denver. She’s taught for more than 20 years, but only recently (after raising two sons) finished her Ph.D. in Rhetoric, Writing, and Discourse Studies at Old Dominion University. Her dissertation examined “Reading with Social, Digital Annotation: Encouraging Engaged Critical Reading in a Challenging Age,” a project that focused on student-centered research around digital discursive tools, specifically employed in asynchronous first-year composition (FYC) courses. Her research interests also include literacy studies (particularly theories of reading and writing connections); situating rhetorical reading in theories of rhetorical circulation; networked, digital technologies of communication; the role of discourse in democratic deliberation; writing program administration (WPA) scholarship; and pedagogies that address online education, particularly in response to the needs of at-risk undergraduate students.

Lourdes Fernandez is a former assistant professor and assistant director for composition at George Mason University. Her research interests include hybrid course design and pedagogy, program administration, workplace communication, and rhetorics of sexual assault. Her work has been published in Journal of Response to Writing, Programmatic Perspectives, Technical Communication Quarterly, Rhetoric Review, Academic Labor: Research and Artistry, and Reflections: A Journal of Community-Engaged Writing and Rhetoric. She currently works as an employment and education researcher in private industry.

Kerry Folan is Assistant Professor at George Mason University, where she teaches composition, literature, and creative writing. Her research interests include hybrid course design, critical language awareness, and the teaching of creative nonfiction as literature, for which she received a GMU curriculum development grant in 2021. She has been nominated by students for GMU’s General Teaching Excellence and Online Teaching Excellence Awards.

Katie Fulton is the Online Learning Coordinator and Associate Teaching Professor in the Department of English at Iowa State University. She received her MA in English Literature from Iowa State University in 2009 and a Micro-Masters in Instructional Design and Technology from University of Maryland University College in 2018. Katie is a Quality Matters-certified peer reviewer and has supported the development and Quality Matters certification of three courses at ISU.

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**Anthony Yarbrough** is an MFA student in Fiction at the University of New Mexico, where he teaches composition and creative writing. He studies pedagogies for the digital classroom, multiliteracies, instructional design, and multimodal writing strategies. His creative work explores memory, sexuality, violence, introspection, and creating equity in a predatory world. Recently, he was recognized with the University of New Mexico’s Hillerman/McGarrity Scholarship for creative work that shows exceptional promise.

**Marisa Yerace** is a Ph.D. student in Rhetoric and Composition at Purdue University, with previous work appearing in *Computers and Composition Online* and *Rhetoric Review*. Her dissertation study focuses on how writing program administrators supported their faculty and students in the early COVID-19 pandemic, and updates can be found at https://myerace.com/diss.