

# CONTRIBUTORS

**Tabetha Adkins** is Dean of the University College and Associate Professor of Literature & Languages at Texas A&M University-Commerce. Her research focuses on literacy and social justice, and her work has appeared in various venues including *Literacy in Composition Studies*, *Community Literacy Journal*, and *Composition Studies*.

**Kara Poe Alexander** is Associate Professor of English and Director of the University Writing Center at Baylor University, where she has previously served as the coordinator of Professional Writing and Rhetoric. She teaches courses in literacy studies, multimodal composition, research methods, and composition pedagogy. Her research explores literacy, identity, and pedagogy within composition and digital writing settings. Her work has appeared in *College Composition and Communication*; *Composition Forum*; *Composition Studies*; *Computers and Composition*; *Journal of Business and Technical Writing*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Rhetoric Review*; *Technical Communication Quarterly*; and several edited collections.

**Chris M. Anson** is Distinguished University Professor, Professor of English, and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty across the curriculum to improve undergraduate education in the areas of writing, speaking, and digital literacies. Before moving to NCSU in 1999, he spent fifteen years at the University of Minnesota, where he directed the Program in Composition from 1988-1996 and was Professor of English and Morse-Alumni Distinguished Teaching Professor. He has published many books and articles on writing studies and related areas and has spoken widely across the United States and in 29 other countries. He is past Chair of the Conference on College Composition and Communication and past President of the Council of Writing Program Administrators. His full CV can be found at [www.ansonica.net](http://www.ansonica.net).

**Kristin L. Arola** is Associate Professor of Rhetoric, Composition & Technology at Washington State University where she also serves as Director of Graduate Studies for the Department of English. Her research focuses on the intersections between indigenous rhetoric and multimodal pedagogy. Along with numerous articles and book chapters, she is co-author of *Writer/Designer: Making Multimodal Projects*, and co-editor of both *CrossTalk in Comp Theory* and *Composing (Media) = Composing (Embodiment)*.

**Estee Beck** is Assistant Professor of Professional and Technical Writing/Dig-

ital Humanities in the Department of English at The University of Texas at Arlington. She holds a Ph.D. in English with a specialization in rhetoric and writing from Bowling Green State University. Her research engagements span computers and writing, rhetoric and composition, digital rhetoric, surveillance and privacy, professional and technical communication, and digital humanities. She has published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Computers & Composition: An International Journal*; *Computers & Composition Online*; and *Hybrid Pedagogy*.

**Crystal Broch Colombini** is Assistant Professor of English at the University of Texas at San Antonio and researches in a range of topics related to rhetoric and economics. She is particularly interested in how citizens use rhetoric to navigate financial crisis and hardship.

**Amber Buck** is Assistant Professor of English at the University of Alabama, where she teaches undergraduate courses in multimodal composition and graduate courses in the Composition, Rhetoric, and English Studies graduate program. Specializing in social media and digital literacies, her current project consists of longitudinal studies of social media users. Her work has been published in *Research in the Teaching of English*, *Computers and Composition*, and the edited collections *Literacy in Practice* and *Stories That Speak to Us: Exhibits from the Digital Archive of Literacy Narratives*.

**Cory Bullinger** is a graduate of the M.A. English, Technical Communication program at the University of Central Florida. She is currently employed as a Technical Writer at FIS in Orlando. Her professional interests include editing, end-user documentation for dynamic environments, and the changing role of the technical writer in the digital era.

**Caroline Dadas** is Associate Professor at Montclair State University, where her areas of specialty include queer online rhetorics, public sphere theories, civic rhetorics, digital writing, and research methods. Her primary research agenda involves studying the intersections of civic participation and digital environments. Her work has also appeared in the journals *College Composition and Communication*, *Computers and Writing*, *New Media and Society*, *Composition Forum*, and *Computers and Composition Online*. She is currently co-editing a collection on queer methodological approaches entitled *Re/Orienting Writing Studies: Queer Methods, Queer Projects*. Professor Dadas' teaching interests reach across professional writing, rhetorical theory, composition, and digital writing.

**Michael J. Faris** is Assistant Professor of English at Texas Tech University, where he teaches and researches in the Technical Communication and Rhetoric program. His research interests include digital rhetoric and literacies and queer and sexuality studies. He has published on digital literacy practices and pedagogies in the *Journal of Business and Technical Communication*, *Communi-*

*nication Design Quarterly, College Composition and Communication, and Composition Forum.*

**Lindsey Hall** is a recent graduate of the M.A. in English program at the University of Texas at San Antonio. Her research interests include writing in social media and first-year composition.

**Leslie A. Hahner** is Associate Professor of Communication at Baylor University. Her work focuses on the constitutive function of visual and spatial rhetorics on public culture. Her work has appeared in *Communication and Critical/Cultural Studies, Critical Studies in Media Communication, Feminist Formations, the Quarterly Journal of Speech, Rhetoric & Public Affairs*, and numerous other outlets. She can be reached at [Leslie\\_Hahner@baylor.edu](mailto:Leslie_Hahner@baylor.edu).

**William Hart-Davidson** is Associate Professor in the Department of Writing, Rhetoric, & American Cultures and Associate Dean of Graduate Education in the College of Arts & Letters at Michigan State University. A senior researcher in the Writing, Information, and Digital Experience (WIDE) research center, his research lies at the intersection of rhetoric theory and user experience, with an emphasis on developing software to visualize and provide feedback for learners in both informal and formal environments. His recent work focuses on computational rhetoric and its applications in a variety of domains including informal learning, public policy, and health care. Bill is also co-inventor of Eli Review and co-founder of an MSU spinoff company, Drawbridge Inc., that provides Eli along with other learning and research services.

**Les Hutchinson** is a doctoral candidate in Rhetoric and Writing at Michigan State University. Her research focuses on the intersections of intellectual property and privacy in social media, and how those intersections impact users' rights to their personal data, particularly those of children. She teaches first-year writing, technical writing, and digital and visual rhetoric. In her free time, she enjoys chasing her two children around in her backyard (weather permitting) and cuddling with her three cats. You can find her playing with identity representation and professionalism in Twitter, Instagram, and Facebook under her myriad of digital selves.

**Lilian W. Mina** is Assistant Professor of English at Auburn University at Montgomery where she teaches graduate courses in the Master of Teaching Writing program and upper-division writing courses in the Department of English and Philosophy. She researches digital rhetoric with focus on multimodal composing, the integration of social media platforms in teaching writing, and identity construction in online writing spaces. Her research on multilingual composition is centered around empowering multilingual writers through the use of digital technologies, incorporating translanguing practices, and examining students' prior (digital) writing experiences. She is also interested in professional development of writing teachers, professionalization of graduate students, em-

pirical research methods, and undergraduate research.

**Patricia Portanova** is Associate Professor of English at Northern Essex Community College where she teaches writing and communication. She is co-chair of the Conference on College Composition and Communication Cognition and Writing SIG and has served as chair of the Northeast Writing Across the Curriculum Consortium (NEWACC). Her research focuses on writing with distractions, working with multilingual student writers, and writing with the community. She has led workshops and presented at several regional colleges and national conferences including CCCC, NCTE, IWCA, and NCPTW. She holds a doctorate in Composition Studies from the University of New Hampshire and has taught at several colleges in Massachusetts.

**Liza Potts** is Associate Professor in the Department of Writing, Rhetoric, and American Cultures at Michigan State University where she is the Director of WIDE Research and the founder of the Experience Architecture program. Her research interests include digital rhetoric, Internet studies, participatory culture, and social user experience. Her work has been published in *Technical Communication Quarterly*, *Journal of Business and Technical Communication*, and *Technical Communication*.

**Stephanie Vie** is Associate Professor and Department Chair of Writing and Rhetoric at the University of Central Florida in Orlando. Her work has been published in numerous edited collections and journals including *Computers and Composition*; *Computers and Composition Online*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *First Monday*; and *Technoculture*. She's currently at work on a manuscript titled *Literate Acts in Social Media* that studies faculty and former students' use of social media over the course of a decade. She tweets at @digirhet.

**Douglas M. Walls** is Assistant Professor of English at North Carolina State University where he teaches in the Masters of Science in Technical Communication program. His research is in digital rhetoric, especially in the user experiences of traditionally marginalized or underrepresented groups. His work has appeared in both traditional and new media forms in *Computers and Composition*; *An International Journal*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; and *The Journal of Business and Technical Communication*.

**Bronwyn T. Williams** is Professor of English and Director of the University Writing Center at the University of Louisville. He writes and teaches on issues of literacy, identity, digital media, and popular culture. His books include *Shimmering Literacies: Popular Culture and Reading and Writing Online*, *New Media Literacies and Participatory Popular Culture Across Borders* (with Amy Zenger), and *Identity Papers: Literacy and Power in Higher Education*. His current project is the forthcoming book, *Literacy Practices and Perceptions of Agency: Composing Identities* (Routledge), to be published in 2018.