

Contributors

Editors

Amplifying Soundwriting is the third open-access collection edited by this team on the topic of teaching with sound in rhetoric and writing classes. It is preceded by *Soundwriting Pedagogies* (Computers and Composition Digital Press/Utah State University Press, 2018) and *Tuning in to Soundwriting* (Intermezzo/enculturation, 2021).

Michael J. Faris (he/him) is Associate Professor of Technical Communication and Rhetoric in the English Department at Texas Tech University. His research areas are in digital literacies and rhetorics, queer rhetorics, and writing program administration. His work has appeared in *College Composition and Communication*, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, *Journal of Business and Technical Communication*, *Composition Forum*, *Peitho*, and *WPA: Writing Program Administration*.

Courtney S. Danforth (she/her) teaches courses in writing and humanities, including first-year composition, creative nonfiction, poetry, and ancient literature, among other areas.

Kyle D. Stedman (he/him) is Associate Professor of English at Rockford University, where he teaches composition, rhetoric, and creative writing courses. His sonic and written work has been published in the journals *Technoculture*, *Composition Forum*, *Harlot*, *Memoir Magazine*, and *Computers and Composition*, as well as several edited collections. His podcasts are *Plugs, Play, Pedagogy* and the audio version of *Bad Ideas about Writing* (edited by Cheryl E. Ball and Drew M. Loewe, West Virginia University Libraries, 2017), and he co-authored the textbook *Soundwriting: A Guide to Making Audio Projects* with Tanya K. Rodrigue (Broadview Press, 2023).

Authors

Averi Ager (they/them) was a fourth-year undergraduate student studying English language and literature at the University of Maryland. They focused their studies in digital rhetoric and hoped to persist in exploring sonic rhetoric as they continue their studies post-graduation.

Timothy R. Amidon (he/him) is Associate Professor at Colorado State University, where he directs the graduate M.A. program in writing, rhetoric, and social change and teaches courses that examine the design and practice of digital rhetorics, histories of rhetoric, multimodal composing, and science writing. His scholarship, which explores the interrelationships of texts, technologies, and agency, has appeared in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, *Journal of Business and Technical Communication*, *Hybrid Pedagogy*, *Communication Design Quarterly*, and edited collections including *The Routledge Companion*

to *Media Education, Copyright, and Fair Use* (Routledge, 2011) and *Cultures of Copyright: Contemporary Intellectual Property* (Peter Lang, 2014).

Dorian Blue (they/them) was a fourth-year English major at the University of Maryland. They are an independent filmmaker and Head Storyteller at CoFED (Cooperative Food Empowerment Directive), where they seek to tell unconventional stories through the mediums of video and sound.

Jennifer J. Buckner (she/her) is Associate Dean of the College of Arts and Sciences and Professor of English at Gardner-Webb University. She teaches courses in writing studies and new media and learns alongside undergraduate and graduate students, where they dialogue about multimodality, language, semiotics, and composition. Her scholarship addresses intersections between writing studies and rhetorics of sound.

Helen J. Burgess (she/her) is Professor of English and core faculty in the communication, rhetoric and digital media Ph.D. program at North Carolina State University. She is editor of the journal *Hyperrhiz: New Media Cultures* and coeditor of the Hyperrhiz Electric series for strange digital humanities projects. Her most recent project is *Intimate Fields*, with Margaret Simon, published by the Maker Lab in the Humanities (MLab) at the University of Victoria as part of their Kits for Cultural History series.

Chris Burton (he/him) was a senior at University of South Florida St. Petersburg, where he was an English writing studies major and now holds a master of liberal arts degree as well as a certificate in creative writing. He is a member of Sigma Tau Delta English Honor Society and also blogs for their Alpha Xi Phi chapter. Chris has enjoyed stories all his life and published a piece of short fiction in *Papercut Literary Journal*. After graduation, he continues to pursue writing with plans to publish short fiction stories and novels and work with a publishing firm as an editor.

Steph Ceraso (she/her) is Associate Professor of Digital Writing and Rhetoric at the University of Virginia. Her 2018 book, *Sounding Composition: Multimodal Pedagogies for Embodied Listening* (University of Pittsburgh Press), proposes an expansive approach to teaching with sound in the composition classroom. Ceraso has published scholarship in journals such as *Rhetoric Society Quarterly*, *College English*, *Composition Studies*, *enculturation*, and *Peitho*. Her 2019 ebook, *Sound Never Tasted So Good* (Intermezzo), is an exploration of writing, sound, rhetoric, and food.

Madison Cissell (she/her) was a sophomore minoring in Jewish studies and a Jewish Heritage Fund for Excellence Scholar and Presidential Scholar at the University of Kentucky. She presented at the 2018 Kentucky Jewish History Symposium. Madison has always had a passion for studying religion, and under the Jewish Heritage Fund for Excellence Oral History Project, she learned more about Judaism and the Jewish community within and outside Kentucky. In 2020, she was invited to attend the Israel Institute Honors Symposium in New York. She studied abroad in Israel in spring 2020 and presented “An Undergraduate’s

Experience with Audio Composition” at a virtual Interdisciplinary Day on Audio and Video Collections hosted by The Open University in Ra’anana, Israel. She graduated from the University of Kentucky in 2021, and in 2022, she will be enrolled in graduate school for folklore and library science at Indiana University Bloomington.

Trey Conner (he/him) is Associate Professor at the University of South Florida St. Petersburg, where he forms community partnerships that empower youth and provide service learning opportunities for USFSP students, facilitates a welcoming classroom space for students to learn rituals of writing ranging from contemplative practices to distributed authorship, and writes about the function of chanting, song, and rhythm in diverse rhetorical and poetic traditions. Recent publications include chapters in the edited volumes *The Routledge Handbook of Comparative World Rhetorics* (Routledge, 2020), *Responding to the Sacred: An Inquiry into the Limits of Rhetoric* (Penn State Press, 2021), and *Global Rhetorical Traditions* (Parlor Press, 2022). Trey remains always already engaged in a nourishing process of “infinite rehearsal” of collaboration with friends, family, students, and colleagues, and is currently at work on *Everything Worth Doing Now*.

Todd Craig (he/him) is Associate Professor of English at the Graduate Center of the City University of New York, Medgar Evers College (CUNY), and teaches in the African American Studies Department at New York City College of Technology (CUNY). His research explores the hip-hop DJ as 21st-century new media reader and writer. Craig’s publications include the multimodal novel *tor’cha*, a short story in *Staten Island Noir*, and essays in scholarly journals including *Fiction International*, *Radical Teacher*, *Changing English*, *Modern Language Studies*, *Sounding Out!*, *Kairos*, and *Composition Studies*. He teaches courses in writing, rhetoric, and hip-hop studies while decrying that his cup runneth over the brim (Earl Sweatshirt).

Lance Cummings (he/him) is Associate Professor of English in the professional writing program at the University of North Carolina Wilmington. In addition to researching histories of rhetoric, Lance explores rhetoric and writing in technologically and linguistically diverse contexts in both his research and teaching. He has published chapters on rhetoric and multimodality in the edited volumes *Making Space: Writing Instruction, Infrastructure, and Multiliteracies* (University of Michigan Press and Sweetland Digital Collaborative, 2017) and *President Donald Trump and His Political Discourse* (Routledge, 2018). His work has also been published in *Rhetoric*, *Professional Communication*, and *Globalization, Business and Professional Communication Quarterly*, and *Res Rhetorica*.

Brandee Easter (she/her) is Assistant Professor of Writing at York University. Her research and teaching focus on digital rhetoric, feminist rhetoric, and 21st-century literacies. Her work has appeared in *Rhetoric Review* and *Feminist Media Studies*.

Janice W. Fernheimer (she/her) is Professor of Writing, Rhetoric, and Digital Studies and the Zantker Charitable Foundation Professor and Director of Jewish

Studies and a James B. Beam Institute for Kentucky Spirits Faculty Fellow at the University of Kentucky. She is the author of *Stepping Into Zion: Hatzaad Harishon, Black, Jews and the Remaking of Jewish Identity* (University of Alabama Press, 2014) and coeditor with Michael Bernard-Donals of *Jewish Rhetorics: History, Theory, Practice* (Brandeis University Press, 2014). She has published in *Rhetoric Society Quarterly*, *College English*, *Journal of Communication and Religion*, *Computers and Composition Online*, *Argumentation and Advocacy*, *Journal of Business and Technical Communication*, *Technical Communication*, and *Oral History Review*. She is cofounder with Dr. Beth L. Goldstein of the Jewish Heritage Fund for Excellence Jewish Kentucky Oral History Project and co-author with JT Waldman of *America's Chosen Spirit*, a transmedia project about the influence of Jews, African Americans, women, immigrants, and other "others" on the Kentucky bourbon industry. She is the founder of the Women in Bourbon Oral History Project.

Benjamin Flournoy (he/him) is an alumnus of Gardner-Webb University with a major in English with a concentration in literature and a minor in philosophy and ethics. He was active with the honors program and was co-president of the university's Sigma Tau Delta chapter. He plans on continuing his journey as an author and exploring career paths of book publication and editing.

Katie Furr (she/her) is majoring in English and minoring in education at Gardner-Webb University, preparing to teach at the high school level. She is a member of the honors program. She was interested in studying a college wrestling team because it is an often overlooked and misunderstood sport, so she thought it would be eye-opening to hear firsthand accounts about life in this community.

Thomas M. Geary (he/him) is Professor of English at the Virginia Beach campus of Tidewater Community College. He regularly teaches composition, rhetoric, technical writing, developmental writing, and humanities courses. Tom serves as the editor of *Inquiry*, the peer-reviewed journal for faculty, staff, and administrators in Virginia's community colleges.

Jennifer Geraci (she/her) is Lecturer in the composition program at the University of California, Irvine. Her research focuses on 21st century Latina life writing, diaspora theory, and literary genealogies.

Mariana Grohowski (she/her) is founder and editor of the *Journal of Veterans Studies*. She is currently an adjunct lecturer of veterans studies at the University of California, Irvine and writing and research at Sofia University.

Ashley Hall (she/her) is an independent scholar and researcher. She studies digital media and emerging technologies.

Emma Hamilton (she/her) graduated from the University of South Florida St. Petersburg in fall 2018 with a BA in English writing studies. She was a member of the Alpha Xi Phi chapter of the Sigma Tau Delta English honor society and an editor of *Papercut Literary Journal*. She is currently working toward her MA in English with a concentration in professional writing and rhetoric at Western Carolina University. Her creative writing has been published in *Papercut Literary Journal*, *30 N*, and *Yonder Magazine*.

Ben Harley (he/him) is Assistant Professor in the Department of Languages, Literature, and Communication Studies at Northern State University in Aberdeen, South Dakota, where he also serves as the director of the Center for Excellence in Teaching and Learning. His pedagogy foregrounds accessibility, diversity, and inclusivity—inviting students to engage in collaborative high-impact assignments and active learning classroom activities. His scholarship predominantly focuses on the embodied, affective, and communal effects of sound, though he is currently researching instructor experiences with HyFlex course design and critical thinking assignments. His work has been published in *Rhetoric Society Quarterly*, *Textshop Experiments*, *The Journal of Multimodal Rhetorics*, and *Hybrid Pedagogy*.

Allysa Harmon (she/her) graduated from the University of South Florida St. Petersburg in spring 2019 with a bachelor's degree in English writing studies and a minor in mass communications. She was the senior editor for the USFSP Her Campus chapter, the 2017–2018 president for the Alpha Xi Phi chapter of Sigma Tau Delta, and the editor-in-chief of *Papercut Literary Journal*. Now, she is working on her Master of Arts in English creative writing at University of West Florida. Her poems have been published in several print and online publications, including *Merrimack Review*, *Minerva Rising*, *Torrid Literary Journal*, *The Wild Word*, and *Odet Journal*.

Travis Harrington (he/him) graduated from North Carolina State University in summer 2020 with a bachelor's degree in English, concentrating in creative writing. He wrote poems, was published in the school's literary magazine *Windhover*, and taught himself how to handset type by sneaking into the university's design lab. Since graduating, he spends the majority of his time pursuing a career in music composition and performance with his band, Truth Club.

Chad Iwertz Duff (he/him) is Assistant Professor of English at Pepperdine University. His research focuses on the framing of disability in technologies of accommodation, access/accessibility in composition classrooms, and *mētis*, the rhetorical concept of embodied wisdom and cunning. His other work can be found in *Computers and Composition*, *Peitho*, *HASTAC*, *Teaching with Writing*, *Willamette Valley Voices*, and *The Sigma Tau Delta Review*.

Sarah Johnson (she/her) is pursuing a double major in missiology and ESL at Gardner-Webb University. She is a member of the honors program and Alpha Chi. She plans to work in a local school as an ESL teacher after graduation while gathering support for mission work. Her long-term goal is to be a missionary teaching English in another country. She chose to do her soundwriting project on an inductive Bible study group because of the different perspectives provided and her passion for Bible study.

Ivan Jones (he/him) is an aspiring higher education instructor who holds a bachelor's in English rhetoric and master's in digital journalism. He has diverse professional experience in the audio field, including highlights such as touring as a front of house engineer, DJing for a live crowd of 2,000+ at Bullstock, and releasing his original album of bass music titled *DO4H*. He loves skiing and snowboarding and dreams of untouched alpine slopes.

Hannah Lane Kendrick (she/her) graduated from the University of North Carolina Wilmington in December 2017 with a bachelor's of science in business administration with a concentration in marketing. She also completed two minors in journalism and leadership studies. After graduation, she moved to Cary, North Carolina, to pursue a job opportunity with Kerridge Commercial Systems, a software company, where she currently works as a marketing assistant. During her time at UNCW, she participated in many writing workshops and projects that cultivated within her a deep passion to someday become a published writer alongside her career in marketing.

Doyuen Ko (he/him) is Associate Professor of Audio Engineering Technology at Belmont University in Nashville, Tennessee, where he teaches courses in critical listening, acoustics and classical music recording. He received his master's and Ph.D. from McGill University, Canada, and he has published his research in several international conferences and journals including Institute of Electrical and Electronics Engineers (IEEE), Acoustic Society of America (ASA), and Audio Engineering Society (AES).

L. Jill Lamberton (she/her) is the Special Assistant to the President for Diversity, Equity, and Inclusion and Associate Professor of English at Wabash College in Crawfordsville, Indiana. Her academic interests include women's rhetorical activism in the 19th century and access to higher education in the 21st century. Her essays have appeared in *College Composition and Communication* and *College English*, and she is a coauthor of *Public Speaking and Democratic Participation: Speaking, Listening, and Deliberation in the Civic Realm* from Oxford University Press (2015). She traces her love of audio to the hours she spent as a child listening to radio programs on long family car trips through the Pacific Northwest. Her belief in the unique power of audio storytelling to build connections among people and across borders led her to create a popular course in soundwriting at Wabash, where her students regularly astound her with their own stories.

Jasmine Lee (she/her) is Assistant Professor of English at California State University, San Bernardino. Her research interests include rhetorical education, political economy, affect theory, and pop culture, especially young adult fiction.

Katie Lewis (she/her) is majoring in English with teacher licensure at Gardner-Webb University. After graduation, she hopes to teach high school English in her hometown so that she can continue living near her family. She has volunteered with a breast cancer class in her community called Be Your Own Beautiful (BYOB) and loves the unique bonds created within the community. Soundwriting is something that she truly enjoyed, and she hopes to incorporate it in her own classroom one day.

Scott Lunsford (he/him) is Professor of Writing, Rhetoric, and Technical Communication at James Madison University. His research focuses on the intersections of sonic rhetorics, genre, and embodied knowledge. He has published in *Rhetorics Change/Rhetoric's Change* (enculturation/Intermezzo, 2018), *Present*

Tense, *Writing on the Edge*, *Rhetoric Review*, and *The Journal of Multimodal Rhetorics*. He co-produces the podcast *Hidden Language*.

Jason Luther (he/him) is Assistant Professor of Writing Arts at Rowan University in Glassboro, New Jersey, where he teaches courses on digital rhetoric, publishing, and writing about pop culture. His research focuses on multimodal (counter)publics and DIY participatory media, especially zines. His work has most recently appeared in *Community Literacy Journal*, *SoundEffects*, and *Reflections*. He is also the co-founder of Syracuse in Print, curator of the Factsheet Five Archive Project, advisor to *Halftone Magazine* at Rowan, and is a public scholar for the New Jersey Council for the Humanities.

Meg M. Marquardt (she/her) is Assistant Professor of English in the composition and rhetoric program at Mississippi State University. Her research interests include historiography and the rhetoricity of science practices, materials, and methods. Her work has been published in *Rhetoric Review* and has appeared in the *Digital Rhetoric Collaborative*.

Angela Meade (she/her) is an ESL teacher in Gaston County Schools. She studied Spanish and ESL at Gardner-Webb University, where she graduated in 2018.

Logan Middleton (he/him) is Teaching Assistant Professor in the University Writing Program at the University of Denver. His research focuses on the ties and tensions between literacy, higher education in prison, and abolition in the 21st-century carceral state. His work has appeared in *Reflections: A Journal of Community-Engaged Writing and Rhetoric*, *Literacy in Composition Studies*, *Journal of Academic Freedom*, and the edited collection *Multimodal Composition: Faculty Development Programs and Institutional Change*.

D'Arcee Charington Neal (he/they) is a professional storyteller and doctoral candidate at The Ohio State University in English and disability studies, focusing on the intersections of Black digital media and disabled erasure within Afrofuturism. With a double master's in creative writing and rhetorical composition, through the lens of audionarratology, he works to tell stories of the Afrophantasmic, or Black disabled people who exist as phantoms within the community as both a power and a problem; critically analyzing digital blackface and ableism across popular culture. When not theorizing about Black techno-agency, he works as a disability and writing consultant for clients like Conde Nast, Uber, NASA, The World Bank, The Ford Foundation, and many nonprofits. As a queer disabled digital griot, he believes that the future can and should be both accessible and in Wakanda, forever.

Hannah Newberry (she/her) was a junior biology major, minoring in Jewish studies and a Jewish Heritage Fund for Excellence Scholar at the University of Kentucky. She presented at the 2018 Kentucky Jewish History Symposium. A Paducah native, She received a 2018 Jewish Studies Undergraduate Research Award to conduct oral history interviews documenting the Jewish heritage of her hometown. She completed an independent research study on Preserving Paducah's

Jewish History and Heritage and presented her research to the Commonwealth of Kentucky at the 2019 Posters at the Capitol Symposium in Frankfort, Kentucky. She now attends the University of Louisville School of Medicine and hopes to practice in Paducah one day.

Amber L. Nicol (she/her) is singer-songwriter and practicing attorney in St. Petersburg, FL. She plays live shows with her band and loves to write and record original music. She studied English at University of South Florida St. Petersburg and received her J.D. from Stetson University College of Law. In her free time, she enjoys practicing banjo, paddle boarding, and gardening.

Kathleen A. Olinger (she/her), a BA graduate of English, specializes in the written variances of rhetorical; creative and creative nonfiction; environmental and surrealistic writing, just to name a few. Her essay “In the Essence of Booker Creek” is published in the book *Voices of Booker Creek*.

Joel Overall (he/him) is Associate Professor of English at Belmont University in Nashville, Tennessee, where he teaches courses in writing, digital rhetoric, and sound and persuasion. He received his Ph.D. from Texas Christian University, and his work has appeared in *Rhetoric Society Quarterly* and *Rhetoric Review*. Readers can view his scholarly portfolio at <https://joeloverall.com>.

Devon Peterson (she/her) is a graduate from the University of North Carolina Wilmington’s undergraduate English program. She began her academic career at the University of North Carolina Asheville in literary studies. Upon transfer to UNCW, Peterson maintained her major in English but shifted her focus to professional writing. Her participation in a graduate course on communicating with global and cross-cultural audiences culminated in the development of surveys and promotional materials for an emerging Polish energy company. She continues to use her education in rhetoric and professional writing for free-lance projects.

Hannah Ray (she/her) is an alumna English major of Gardner-Webb University. She is the product of two English-major parents and as a homeschool student, she was forced to label parts of speech and diagram sentences every day. Her majoring in and passion for the English language was perhaps inevitable; however, She has also dabbled in Spanish and linguistic classes during her time in college. She is a member of Sigma Tau Delta and Alpha Chi. She hopes to one day work as a feature writer or journalist for a missions agency or nonprofit to remind people globally that every word, language, and story matters.

Daniel P. Richards (he/him) is Associate Professor of English at Old Dominion University, where he teaches courses in technical communication, rhetoric, and pedagogy in the department’s undergraduate and doctoral programs. His research currently focuses on the intersection of risk communication, user experience, and the public understanding of science. He has published in *Technical Communication Quarterly*, *Journal of Business and Technical Communication*, *Communication Design Quarterly*, and *Intercom*, as well as several scholarly collections. His coedited collection *Posthuman Praxis in Technical Communication* (Routledge, 2018) explores the value of posthuman and new materialist theories

in facilitating better communication practices in a broad array of public, governmental, and scientific workspaces.

Tanya K. Rodrigue (she/her) is Associate Professor in English and coordinator of the Writing Intensive Curriculum (WIC) program at Salem State University. She teaches courses in writing and rhetoric at the undergraduate and graduate level. Her scholarly work has been published in *Computers and Composition*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Pedagogy*; *Across the Disciplines*; *Teaching/Writing: The Journal of Writing Teacher Education*; and *Composition Forum*. Her audio work has been played on local and national radio including *PRX Remix* and NPR's *All Things Considered* as well as podcasts. She recently coauthored the textbook *Soundwriting: A Guide to Making Audio Projects* with Kyle D. Stedman (Broadview Press, 2023).

Rich Shivener (he/him) is Assistant Professor in the writing department at York University. His latest research investigates the composing practices and affective work of digital media, including webtexts that embrace the sonic. Before his academic journey began, he covered music and pop culture for newspapers and magazines. His spare time includes playing guitar for his young son.

Garrett Simpson (he/him) is an alumnus of Gardner-Webb University, majoring in English and minoring in business administration. During his academic tenure, he was involved in the GWU Pre-Law Society, the Student Government Association, and Sigma Tau Delta. He plans on attending law school and practicing corporate law.

Hannah Thompson (she/her) was a junior biology major with minors in cognitive science and writing, rhetoric, and digital studies at the University of Kentucky. She presented research at the 2018 Kentucky Jewish History Symposium. Supported by a 2018 Jewish Studies Undergraduate Research Award, she conducted additional oral histories and completed an independent research study titled *Maintaining the Legacy of American Jewish Hospitals* and presented her research to the Commonwealth of Kentucky at the Posters on the Capitol Symposium in Frankfort, Kentucky on February 21, 2019. She now attends the Liberty University College of Osteopathic Medicine in Virginia and hopes to provide medical care to underserved communities in the future.

Crystal VanKooten (she/her) is Associate Professor of Writing and Rhetoric at Oakland University in Rochester, Michigan, where she teaches courses in writing for digital media and first-year composition. Her research interests include composition pedagogy, multimodal and digital rhetoric, and methodologies for research in digital writing.

Kate Vriesema (she/her) is majoring in English with an emphasis in creative writing and a psychology minor at Gardner-Webb University. There, she is a member of the Alpha Chi National Honors Society and the Sigma Tau Delta English Honor Society. She aspires to become an editor at a renowned publishing agency in New York City and to have one of her young adult fiction books published.

Ally Ward (she/her) is majoring in English with a concentration in literature at Gardner-Webb University. She is a member of the honor society and is a peer leader to incoming first-year students. After graduation, she plans to pursue a doctorate degree in English studies with a concentration in British literature. Once she obtains this degree, she plans to teach English courses at a college or university.

Jennifer Ware (she/her) is an independent research and scholar. Her research interests include digital media and UX.

Sara Wilder (she/her) is Assistant Professor of English at the University of Maryland. Her teaching and research interests include rhetoric and composition, writing pedagogies, and writing center studies. Her current research project examines student learning in multidisciplinary writing groups.

Laura Will (she/her) is a sophomore accounting and finance major, a Social Enterprise Scholar, a Gatton Ambassador, and a Presidential Scholarship recipient at the University of Kentucky. She presented at the 2018 Kentucky Jewish History Symposium.

Justin Young (he/him) is Professor of English at Eastern Washington University, where he directs the English Composition Program and Writers' Center. His research interests include multimodal composing practices, critical pedagogies, and disability studies. He is also involved in statewide and national efforts to improve students' successful transitions to college, focusing on how writing instruction can better prepare students across the K-16 continuum to communicate effectively in both print and in digital environments.