

Acknowledgments

At least three different cities shaped this book, and each had a coffee place or two that became woven into it. I mark the beginning of this project in Lansing, Michigan, when I started walking from my house to the Gone Wired Café almost daily to read and write for class. The coffee shop was a block or so away from the bus stop nearest my home, and three blocks away from my house. I was a fixture there, as much as anyone who participated in my research. It wasn't just Gone Wired though. There was Biggby if I wanted a change of pace, or Espresso Royale if I wanted to find grad school friends. My laptop was clunky, but it allowed me to be in any of those places. My phone was a flip phone, but I still texted with it.

My dissertation committee of Malea Powell, Bill Hart-Davidson, Dànielle DeVoss, and John Monberg helped me think about why it might be important to study not only mobile composing, but also how habits of mind and body co-produced with mobile devices and their ecologies shaped what social interactions and places were possible. Across my big Dell laptop and several Moleskine notebooks, I puzzled through how to describe what I saw in the café and leaned on the amazing community of scholars at Michigan State at the time. Staci Perryman-Clark, Collin Craig, Qwo-Li Driskill, Jeff Grabill, Angela Haas, Kendall Leon, Terese Monberg, Jim Ridolfo, Donnie Sackey, Jennifer Sano-Franchini, Robyn Tasaka, and Douglas Walls are a just a few of the people beyond my dissertation committee who helped me figure out what I was saying, and who supported me by collaborating on other projects that shaped my thinking.

When I moved to Orlando for my first job at the University of Central Florida in 2011, I wanted to better understand whether and how the social arrangements I'd identified in my coffee shop study intersected with on-campus social learning environments. By this time, cell phones and laptops were everywhere, tablets were becoming more integrated, and the large, diverse student population at UCF was on the constant lookout for places to use them for study and online socializing. Encouragement from colleagues like Melody Bowdon, Laura Gonzales, Gabriela Raquel Rios, Angela Rounsaville, Blake Scott, and Douglas Walls pushed me to keep researching and to transition toward thinking about how my project could be a book. Melody, Chuck Dzuiban and others at UCF had been thinking through issues of space design for a long time, and I learned from teaching, researching, and discussing learning spaces alongside them.

At UCF, I also received an internal research support grant to research composers in the Technology Commons, as well as a National Endowment

for the Humanities Summer Stipend that made it possible to complete my phase of research in the Technology Commons. An undergraduate research assistant, Amy Giroux, was central to data collection and analysis. During my time at UCF, I published two articles that paved the way for this book project and that discuss the same case participants. In *Technical Communication Quarterly* volume 23, issue 2 pages 69-87, I published “Coordinating Constant Invention: Social Media’s Role in Distributed Work,” which described how one writer used online resources through social media as a foundation for constructing a professional identity. Later in the same year, *College Composition and Communication* published “Emplacing Mobile Composing Habits: A Study of Academic Writing in Networked Social Spaces” in Volume 12, Issue 1, pages 250-275. This article analyzed how two students used shared social spaces as foundations for mobile device use. Chapters 2 and 3 make use of the same case participants’ observations to different ends, and so I mention both these articles to acknowledge their influence on this text. During this time, I also learned from the opportunity to present early versions of Chapter 2 and 5 at the University of Texas El Paso and the University of Maine, where students and faculty helped me refine ideas.

When my project moved with me to North Carolina State University in 2015, I reconnected with the phenomenological and materialist lenses that had been foundational to my cultural rhetorics study at Michigan State years earlier. My colleagues in Technical and Professional Communication and Rhetoric at NC State are a privilege to work with and keep me motivated. I also had a fantastic writing group with Ben Lauren and Stuart Blythe, as well as advice from Bill Hart-Davidson for how to frame the manuscript. A graduate research assistant, Stephen Taylor, helped me prepare the book for submission, and the graduate students I’ve worked with at NC State across the MSTC and CRDM programs are also top notch, which keep me reading, thinking, and caring. I cannot say enough about how much Jim Ridolfo has helped me with the intellectual and affective work of this project over the long haul of my time writing and thinking and rethinking. I also was thrilled for the opportunity to work with Cheryl Ball on this book, and it became stronger thanks to her insight, as well as the open review system of the #writing series. The careful, rigorous, and generative readings that Amy Kimme Hea and Laura Micciche gave my manuscript made me feel lucky to be in our field.

Across these places and moments, my partner Aaron was there. We picked up Bruce the dog, in 2010 at the Ingham County shelter coincidentally right when I was really beginning to get into my dissertation. Ozzy and Eliza joined us in Durham and taught me new ways to care, and also new reasons to not work sometimes, too. Our parents and extended families are really the best, and I wouldn’t have been able to write this without them.