

## CONTRIBUTORS

**Sara P. Alvarez** is Assistant Professor of English at Queens College, City University of New York (CUNY) and Associate Investigator with CUNY's Initiative on Immigration and Education (CUNY-IIE). Her research focuses on the intersections and frictions between language, literacy, and race, specifically as directly impacting immigrant communities. Sara's publications have appeared in the journals *Equity and Excellence in Education*, *World Englishes*, and *Journal of Adolescent & Adult Literacy*, among others.

**Ann N. Amicucci** is Associate Professor of English and Director of First-Year Rhetoric and Writing at the University of Colorado Colorado Springs, where she teaches first-year research writing, writing pedagogy, and social media rhetorics. She is co-editor with Jo-Anne Kerr of *Stories from First-Year Composition: Pedagogies that Foster Student Agency and Writing Identity* (WAC Clearinghouse, 2020). Her recent work has appeared in *Computers and Composition* and *Composition Forum*.

**Kathy Anders** is Associate Professor at Texas A&M University, where she serves as the graduate studies librarian. Her work focuses on the intersection of writing studies and information literacy, particularly with regard to intellectual property and open educational resources.

**Ellen C. Carillo** is Professor of English at the University of Connecticut and the Writing Coordinator at its Waterbury campus. She is the author of *Securing a Place for Reading in Composition: The Importance of Teaching for Transfer; A Writer's Guide to Mindful Reading; Teaching Readers in Post-Truth America*; and the *MLA Guide to Digital Literacy*, as well as editor or co-editor of several textbooks and collections. Ellen is co-founder of the Role of Reading in Composition Studies Special Interest Group of the Conference on College Composition and Communication (CCCC) and has been awarded grants from the Northeast Modern Language Association (NeMLA), CCCC, and the Council of Writing Program Administrators (CWPA).

**Matthew Chen** is a student at Rensselaer Polytechnic Institute, where they are studying mechanical engineering with an emphasis on manufacturing and its environmental impact. They have been involved in researching the ecology of Lake George in New York, as well as a manager for the student makerspace on campus, The Forge.

**Lindsay Clark** is Assistant Professor of Business Administration at Sam Houston State University, where she teaches graduate and undergraduate business communication courses and serves as Co-Chair of University Writing in the Disciplines Committee. Her research includes multimodal communication, genre theory and pedagogy, teaching writing in the disciplines, and communication assessment.

**Raquel Corona** is Lecturer at Queensborough Community College, City University of New York and recently graduated with her doctorate in English from St. John's University. Her dissertation is a rhetorical exploration of how transnationalism affects the circulation of stories about the Latinx woman's body and sex. It examines various texts and the digital realm to consider the ways Latinx women are resisting against the dominant and oppressive forces on their lives to cull an alternative way of expressing and exploring their sexuality and sexual desire.

**Lance Cummings** is Associate Professor of English in the Professional Writing program at the University of North Carolina Wilmington. In addition to researching histories of rhetoric, Dr. Cummings explores rhetoric and writing in technologically and linguistically diverse contexts in both his research and teaching. At UNCW, he is developing hybrid and online courses, requiring students to collaborate in these diverse spaces. His work has been published in *Rhetoric, Professional Communication, and Globalization*, *Business and Professional Communication Quarterly*, *Computers and Composition*, and *Res Rhetorica*.

**Kami Day** is a retired professor who is currently a copyeditor for an academic press and the online open-access journal *Writers: Craft & Context*. She studied collaboration and collaborative writing, which led to coauthoring, with Michele Eodice, *First Person Squared: A Study of Co-Authoring in the Academy* (2001) and several other articles and chapters.

**Melody Denny** is Assistant Professor at the University of Northern Colorado, where she serves as the writing center director. Her work has appeared in the *Writing Center Journal* and *Writing & Pedagogy*. She won the 2019 IWCA article of the year award for her piece, "The Oral-Writing Revision Space: Identifying a New and Common Discourse Feature of Writing Centers Consultations."

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**Lynée Lewis Gaillet**, Distinguished University Professor at Georgia State University, is author of numerous articles and book chapters addressing Scottish rhetoric, writing program administration, composition/rhetoric history and pedagogy, publishing matters, and archival research methods. Her book projects include *Scottish Rhetoric and Its Influences*, *Stories of Mentoring*, *The Present State of Scholarship in the History of Rhetoric*, *Scholarly Publication in a Changing Academic Landscape*, *Publishing in Community*, *Primary Research and Writing*, *On Archival Research*, *Writing Center and Writing Program Collaborations*, and *Remembering Differently: Re-figuring Women's Rhetorical Work*.

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**Cassie Hemstrom** is Continuing Lecturer in the University Writing Program at UC Davis. She teaches a variety of lower and upper division composition courses including Expository Writing, Writing for Business and Writing in the Health Sciences. She earned her Doctorate in Literature at the University of Nevada, Reno. She also holds a Master's in Literature from Boise State University and a Bachelor's in

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**Ashley J. Holmes** is Associate Professor of English and Director of Writing Across the Curriculum at Georgia State University. She teaches undergraduate and graduate courses in composition theory and pedagogy, civic and community-engaged writing, public rhetorics, and research methods. Holmes published *Public Pedagogy in Composition Studies* (2016) with the CCCC Studies in Writing and Rhetoric series, and her recent articles have appeared in the *International Journal for Students as Partners*, *Composition Forum*, and *Community Literacy Journal*. She currently serves as Managing Co-Editor of *Composition Forum*.

**Alice Horning** is Professor Emerita of Writing and Rhetoric/Linguistics at Oakland University. Her research focuses on the intersection of reading and writing, concentrating on students' reading difficulties and how to address them in writing courses and across the disciplines. Her work has appeared in the major professional journals and in books published by Parlor Press and Hampton Press. Her most recent book is *Literacy Heroines: Women and the Written Word*, published by Peter Lang. She is the editor of the Studies in Composition and Rhetoric book series for Peter Lang.

**Becka Jackson** is a graduate student at Indiana University pursuing a master's degree in library and information science. She holds bachelor's degrees in English and creative writing from the University of North Carolina Wilmington. During undergraduate study, Becka received a travel fellowship from the English Department to study the life and works of L.M. Montgomery, and was selected to present an academic paper analyzing gender and queer theory in a modern film at the Sigma Tau Delta 2019 international convention. Currently, Becka is a technical writer at nCino, Inc.

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**Lindsey C. Kim** is a PhD candidate specializing in Composition and Rhetoric at the University of South Carolina. Her research and teaching interests include technical and professional communication, digital rhetoric, privacy and surveillance, and writing program administration.

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**Jeremy Levine** is a graduate student at the University of Massachusetts, Amherst, where he teaches first-year writing. He studies the relationship between public education policy and student writing development in high school and college.

**Tim Lockridge** is Associate Professor of English at Miami University in Oxford, Ohio. He is the co-author of *Writing Workflows: Beyond Word Processing*, and he has published essays in *Computers and Composition*, *Kairos*, and several edited collections. He is also a senior editor of *Computers and Composition Digital Press*.

**Madelyn Pawlowski** is Assistant Professor of English at Northern Michigan University, where she serves as the writing program administrator. Her research examines teacher knowledge and teacher development in the context of college writing programs.

**Jessica Rose** is a PhD Candidate at Georgia State University, where she teaches in the Department of English. Her scholarship focuses on archives, feminist rhetorics, and multimodal rhetorics and her essays have appeared in several edited collections, including *Nineteenth-Century American Activist Rhetorics*.

**Cristina Sánchez-Martín** is Assistant Professor of English at the University of Washington. Her research involves understanding the relationship between language and identity and its impact on equitable learning and teaching.

**Sarah Seeley** is Assistant Professor in the teaching stream at University of Toronto Mississauga. She teaches first-year writing as a member of

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**Kara Taczak** is a Teaching Professor at the University of Denver. Her research centers on composition theory and pedagogy, specifically teaching for transfer. Her publications have appeared in *College Composition and Communication*, *The WAC Journal*, *Composition Forum*, *Teaching English in a Two-Year College*, and *Across the Disciplines*; she received the 2015 CCCC Research Impact Award and the 2016 CWPA Book Award for her co-authored book, *Writing across Contexts: Writing, Transfer, and Sites of Writing*. Currently, she is the co-editor of *Composition Studies*.

**Christine Tardy** is Professor of English Applied Linguistics at the University of Arizona, where she teaches undergraduate and graduate students in writing, TESOL, and applied linguistics. She has published numerous books, journal articles, and book chapters in the areas of genre and discourse studies, second language writing, and academic writing.

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**Amy J. Wan** (she/her/hers) is Associate Professor of English at Queens College and the Graduate Center, City University of New York. She teaches classes on writing and pedagogy and is the author of *Producing Good Citizens: Literacy Training in Anxious Times* (U of Pittsburgh P, 2014). Her current project analyzes institutional change and linguistic justice in the global US university through a historical and contemporary study of policies addressing access, diversity, race, and language.

**Kelly Xu** is a medical student at Albany Medical Center.

**Moriah Yancey** graduated from the University of North Carolina Wilmington in 2018 with a Bachelor of Arts degree in English, Professional Writing Certificate, and a minor in History. During her time as a student at UNCW, she interned with the Bellamy Mansion and also worked at the Wrightsville Beach Museum. She was also the Vice President of Communications for the Black Student Union in the Upperman African American Cultural Center. She currently works for nCino, Inc. as a technical writer. When she occasionally decides to have a life, Moriah likes to draw and write creatively