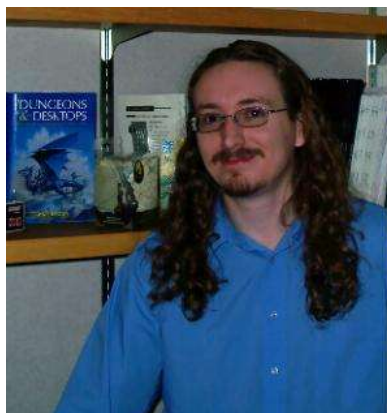


CONTRIBUTORS






Caroline Cason Barratt is the director of the Miller Learning Center Learning Commons and a teaching librarian at the University of Georgia. Her publications include book chapters and scholarly articles about undergraduate research and writing behavior, librarian and faculty collaboration in the classroom, the emerging Learning Commons environment in academic libraries, and faculty learning communities on college campuses.








Matt Barton is an associate professor of English at St. Cloud State University. A new media specialist, he is the author of *Dungeons and Desktops: A History of Computer Role-Playing Games*, co-author of *Vintage Games*, and co-editor of *Wiki Writing*. He has also published in the journals *Text and Technology*, *Computers and Composition*, and *Kairos* and has chapters in several edited collections. He is an associate editor of *Kairosnews*, a co-founder and editor of *Armchair Arcade*, and a contributor to *Gamasutra* and *Adventure Classic Gaming*. His latest project is [Matt Chat](#), a series of YouTube videos about the history of video games.










Linda Bradley is a Ph.D. student and lecturer mainly at the Division for Language and Communication, Chalmers University of Technology, Göteborg, Sweden, where she teaches language and communication courses for computer science and software engineering. Her current research focuses on language learning and technology, investigating engineering student interaction, communication, and linguistic production in Web-based environments within higher education. In addition to studying student collaboration and intercultural learning on Web-based platforms, Linda has a general interest in self-directed learning on emergent mobile devices.

	<p>Monica Bulger is a research fellow at the Oxford Internet Institute, University of Oxford where she studies scholarly use of digital resources. She is co-author of <i>Reinventing Research? Humanities Information Practices</i> and frequently blogs about digital literacy at http://www.monicaulger.com.</p>
	<p>Amy Diehl is a Web content manager at Hampshire College. She also freelances as a Web designer and writer. Amy previously worked as a computer teacher for adult immigrants. Her research interests revolve around the rhetorical and pragmatic tensions of user-centered design and usability practices in the implementation of Web content management systems. She is also interested in issues of accessibility and infrastructural limitations in computer education for adults and non-native English speakers. Amy's writing has appeared in journals such as <i>Technical Communication Quarterly</i> and <i>IEEE Professional Communication Society Newsletter</i>. She has worked as a research assistant at the WIDE Research Center and the Usability and Accessibility Center at Michigan State University.</p>
	<p>Jeff Grabill is a professor of rhetoric and professional writing and co-director of the Writing in Digital Environments (WIDE) Research Center at Michigan State University. He is interested in the knowledge work of citizens, users, workers, and students within organizational contexts. Grabill has published two books on community literacy and agency and articles in journals like <i>College Composition and Communication</i>, <i>Technical Communication Quarterly</i>, <i>Computers and Composition</i>, and <i>English Education</i>.</p>




 A portrait of Magnus Gustafsson, a middle-aged man with a goatee, wearing a dark jacket over a plaid shirt.	<p>Magnus Gustafsson directs the Division for Language and Communication in the Department of Applied IT at Chalmers University of Technology in Göteborg, Sweden. His research and development work has focused on peer response practices including enhancing collaborative practices with online and cross-cultural activities, as reflected in such publications as “Writing, Literature, and Technology: Online Writing and Conversational Learning” (with Art Young and Donna Reiss), “Vintage WAC: Improving the Learning Impact of WAC” (with Neill Thew), and “Peer Reviewing Across the Atlantic Patterns and Trends in L1 and L2 Comments Made in an Asynchronous Online Collaborative Learning Exchange Between Technical Communication Students in Sweden and in the United States” (with Paul Anderson, Becky Bergman, Linda Bradley, and Aurora Matzke).</p>
 A portrait of Elizabeth Lagresa, a woman with long dark hair, wearing a headband and a purple top, standing in front of greenery and flowers.	<p>Elizabeth Lagresa earned her M.A. in Comparative Literature from the University of California, Santa Barbara, focusing on Spanish, English, and Italian early modern literature and culture. Currently she is pursuing a Ph.D. in Romance Languages and Literatures at Harvard University and has been awarded the Jacob K. Javits fellowship. Her research explores the interactions between early modern literature and gender studies, translation theories, film and visual studies, as well as digital humanities. Elizabeth’s recent publications include “Monstruos de la naturaleza: violencia y feminidad en <i>La varona castellana</i> de Lope de Vega,” (<i>eHumanista: Journal of Iberian Studies</i>, 2011), and an article (co-authored with Professor Antonio Cortijo Ocaña) focusing on the Spanish Black Legend and Bartolomé de las Casas (<i>eHumanista: Journal of Iberian Studies</i>, 2010). She is working on a translation of Bernat Metge’s <i>Lo Somni</i> (forthcoming).</p>




	<p>Kendall Leon is an assistant professor of English at Purdue University. Her research interests include research methodology, cultural rhetoric, new media, and community engagement. She has also served as the director of a women’s center and has worked with several community-based organizations as a grant writer, crisis line advocate, and Web editor.</p>
	<p>Alan Liu is chair and professor in the English Department at the University of California, Santa Barbara, and previously a faculty member in the English Department and British Studies Program at Yale University. Liu’s publications include <i>Local Transcendence: Essays on Postmodern Historicism and the Database</i>, <i>The Laws of Cool: Knowledge Work and the Culture of Information</i>, and numerous essays in edited collections and journals. His current major project, which he started in 2005 as a University of California multi-campus, collaborative research group, is Transliterations: Research in the Technological, Social, and Cultural Practices of Online Reading. Liu recently co-founded the 4Humanities initiative, an advocacy platform for the humanities “powered by the digital humanities community.”</p>
	<p>Sean McCarthy is a doctoral student in Digital Literacies and Literatures in the Department of Rhetoric and Writing at the University of Texas, Austin. He is an assistant director of the Digital Writing and Research Lab where he works with a team of graduate students and professors who teach using new media and conduct research into emerging writing practices. McCarthy’s research explores digital literacies, with a particular focus on collaborative strategies that can be employed across work in the classroom, interdisciplinary graduate training, and community engagement research projects. His research has been published in the <i>Texas Studies in Literature and Language</i>, and he is an active member of the Humanities, Arts, Sciences, and Technology Advanced Collaboratory (HASTAC).</p>

	<p>Laura McGrath is an associate professor of English at Kennesaw State University, where she teaches a variety of rhetoric, composition, and professional writing courses. She is also the associate director of distance education for her college. Her scholarship reflects her interest in new media, online learning, computers and writing, and issues of faculty development and support. Publications include chapters in Adrienne Lamberti and Anne R. Richards's <i>Digital Practice</i>, <i>Digital Divergence: A Professional Communicator's Guide to New Media</i> and Cheryl Ball and Jim Kalmbach's <i>Reading and Writing New Media</i>.</p>
	<p>Kevin Moberly is an assistant professor of rhetoric, new media, and game studies at Old Dominion University. He has published widely on gaming, new media, and mass culture in journals such as <i>Eludamos</i>, <i>Computers and Composition</i>, <i>Works and Days</i>, and <i>Kairos</i>. He has also co-authored several articles and book chapters with his brother, Brent Moberly, about the way that contemporary computer games repackage and commodify the medieval. He is currently working on a book-length project about the rhetorical relationship between computer games, mass culture, and the commodification of the real.</p>
	<p>Jessica C. Murphy is an assistant professor of literary studies at The University of Texas at Dallas. Her research interests include English Renaissance literature, gender studies, early modern women's writing, and digital humanities. Currently she is working on a book project that studies representations of chastity, silence, and obedience in literary texts and early-modern conduct manuals for women.</p>

	<p>Lauren Mitchell Nahas is a Ph.D. candidate at the University of Texas at Austin and a former assistant director of the Digital Writing and Research Lab. She studies composition, rhetoric, and digital media. Her current research focuses on students' experience of digital media assignments in writing courses. She is interested in the intersection of play, learning, and digital media.</p>
	<p>Joyce Magnotto Neff is a professor in the English department at Old Dominion University where she previously served as WPA, associate chair, chair, and graduate program director. She has published numerous articles and book chapters on writing across the curriculum, writing centers, grounded theory, and workplace writing. Her 2008 book, <i>Writing Across Distances and Disciplines: Research and Pedagogy in Distributed Learning</i> (with Carl Whithaus), includes a longitudinal study of writing and distance education. Neff received ODU's Teaching with Technology Award in 2008 and its University Professor Award for Teaching in 2009.</p>
	<p>Jill Parrott is an assistant professor of English and theatre specializing in rhetoric and composition at Eastern Kentucky University. Her publications include webtexts arguing for multi-genre literacy narratives in the composition classroom and a reflection on the relationship between Google and the rhetorical canons. Her recent research focuses on current evolutions in copyright law and their effects on student authorship.</p>
	<p>Stacey Pigg is an assistant professor of rhetoric and composition at the University of Central Florida. Her research interests include digital rhetorics and professional writing, as well as cultural rhetorics, and her recent research examines the rhetoric and writing practices of a group of coffee shop writers. Publications include a chapter in Cheryl Ball and Jim Kalmbach's <i>Reading and Writing New Media</i>.</p>

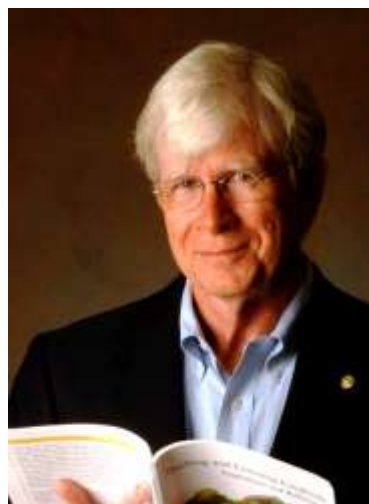
 A portrait of Liza Potts, a woman with glasses and a striped shirt, sitting in front of a bookshelf.	<p>Liza Potts is an assistant professor of digital humanities at Michigan State University. Her research interests include technologically mediated communication, experience design, and participatory culture. Potts has published articles in journals such as <i>Technical Communication Quarterly</i>, the <i>Journal of Business and Technical Communication</i>, and <i>Technical Communication</i>. Potts has worked in the software and Internet industries as a director of design research and an information architect.</p>
 A portrait of Erin Presley, a woman with dark hair, wearing a red top, standing outdoors.	<p>Erin Presley is an assistant professor of English and theatre at Eastern Kentucky University, where she teaches courses in rhetoric and composition as well as Appalachian literature. Her research examines the rhetoric of novel appropriations of <i>King Lear</i> and <i>The Tempest</i>, and she has published on Shakespeare and blogging.</p>
 A portrait of Donna Reiss, a woman with curly hair and glasses, wearing a white top and a dark cardigan.	<p>Donna Reiss retired in 2008 as director of LitOnline, a faculty development project for applying interactive learning to online education at Clemson University in South Carolina, where she taught in the English department. She is Professor Emerita of English at Tidewater Community College (TCC) in Virginia. During her career at TCC she directed the Writing Center, Writing-Across-the-Curriculum, and Online Learning and won the Cowan Award for teaching and service. Academic presentations and workshops in the U.S. and abroad have focused on electronic communication and multimodal projects for active learning in online and mixed-mode classes. Publication topics include reflective electronic portfolios and computer-mediated communication for writing, literature, and throughout the curriculum. Additionally, she has retired from editing and publishing regional books and from writing lifestyle features and restaurant reviews for newspapers and magazines in Virginia and South Carolina. See http://wordsworth2.net.</p>

	<p>Jim Ridolfo is an assistant professor of composition and rhetoric at the University of Cincinnati. His work has appeared in <i>Pedagogy</i>, <i>Kairos: A Journal of Rhetoric, Technology, and Pedagogy</i>, <i>JAC</i>, and the <i>Journal of Community Literacy Studies</i>. Jim is the winner of the 2008 <i>Kairos</i> Scholarship Award for Graduate Students and Adjuncts. His current book project with David Sheridan and Tony Michel, titled <i>The Available Means of Persuasion: Mapping a Theory and Pedagogy for Multimodal Public Rhetoric</i>, addresses issues of rhetorical practice in teaching new media.</p>
	<p>Martine Courant Rife is a professor at Lansing Community College and also an attorney. She is currently working on three book projects: a monograph, <i>Mediating Heuristics: Examining Copyright as a Problem of Rhetorical Invention</i>, and two edited collections, one with Dànielle Nicole DeVoss and Shaun Slattery, <i>Copy(write): Intellectual Property in the Writing Classroom</i>, and the other with Kirk St. Amant, <i>Legal Issues in Global Contexts</i>. Her research examines intersections between law, rhetoric, and professional communication. Martine is the winner of the 2007 Frank R. Smith Outstanding Journal Article Award from the <i>Society for Technical Communication</i>. Her work has most recently appeared in <i>Technical Communication Quarterly</i>, <i>IEEE-IPCC Conference Proceedings</i>, and <i>IEEE-TPC</i>.</p>
	<p>Jentery Sayers is an assistant professor of Digital Humanities and Literary Studies in English at the University of Victoria. His research and pedagogy focus on materialist approaches to media, technologies, and composition, and his work has appeared in <i>Kairos</i>, <i>The Information Society</i>, <i>ProfHacker</i>, <i>The Resource Center for Cyberculture Studies</i>, and <i>Writing and the Digital Generation</i>.</p>

	<p>Jeff Scheible is a lecturer in Film and Digital Media at University of California, Santa Cruz.</p>
	<p>Lisa Spiro, director of the National Institute for Technology in Liberal Education Labs, works with the liberal arts community to explore emerging educational technologies and develop collaborative approaches to integrating learning, scholarship and technology. As part of her passion for tracking emerging educational technologies and analyzing their implications for research and teaching, she edits the Digital Research Tools (DiRT) wiki and authors the Digital Scholarship in the Humanities blog. Lisa's recent publications include a report for the Council on Library and Information Resources (CLIR) analyzing the prospects for an all-digital academic library (with Geneva Henry), another CLIR report evaluating archival management software, and an essay examining how scholars use digital archives in American literature and culture (with Jane Segal).</p>
	<p>Douglas Walls is an assistant professor at the University of Central Florida. Douglas's work theorizes and traces access as moments of accessing enacted by people, tools, and cultures across professional and personal lifespaces. His work on this subject has appeared in <i>Journal of Business and Technical Communication</i>, <i>Kairos</i>, <i>IEEE-SIGDOC Conference Proceedings</i>, as well as <i>Computers and Composition</i>. During his time at Michigan State University, Douglas was a Research Assistant for Writing in Digital Environments (WIDE) Center as well as designer and instructor of MSU's first hybrid First-Year Writing class.</p>



Carl Whithaus is an associate professor of writing at the University of California, Davis. He studies writing assessment, writing in the sciences and engineering, and the impact of information technologies on literacy practices. His publications include *Teaching and Evaluating Writing in the Age of Computers and High-Stakes Testing* and *Writing Across Distances and Disciplines: Research and Pedagogy in Distributed Learning* (with Joyce Neff). His current research projects include integrating emerging writing technologies into the language arts curriculum (K-12), examining the relationships among claims and evidence in the writing of professional biologists and environmental scientists, and exploring potential modifications to microblogs to leverage knowledge produced “swarming” content/users.



Art Young is Robert S. Campbell Chair and Professor of English Emeritus at Clemson University. He is the founder and coordinator (1990-2009) of Clemson’s communication-across-the-curriculum program, a university-wide initiative to improve the communication abilities of all Clemson students. In 2002, Art received the Exemplar Award from the Conference on College Composition and Communication for outstanding achievement in teaching, research, and service. In December 2004, he received Clemson’s Class of 1939 Award for Faculty Excellence. Art is the author of *Teaching Writing Across the Curriculum* (Prentice-Hall, 4th edition, 2006). He is co-editor of five books on writing across the curriculum: *Electronic Communication Across the Curriculum*, 1998; *Programs and Practices: Writing Across the Secondary Curriculum*, 1994; *Programs That Work: Models and Methods for Writing Across the Curriculum*, 1990; *Writing Across the Disciplines: Research into Practice*, 1986; *Language Connections: Writing and Reading Across the Curriculum*, 1982. Several of his books and articles can be found online at the [WAC Clearinghouse](#). He has served as a consultant on communication across the curriculum to more than seventy colleges in the U.S. and abroad.