Technological Ecologies & Sustainability

Kristi Apostel is an online writing tutor for Smarthinking, Inc. A former executive director for an environmentally based non-profit, Kristi received her MA in English from Clemson University. She recently completed the Instructor's Manual for *The DK Handbook* and has taught as an English and writing instructor at several colleges and universities in both Georgia and Michigan. Kristi has previously collaborated with Shawn on teaching digital portfolio classes and presenting writing across the curriculum research.

Shawn Apostel is a PhD candidate at Michigan Technological University; he works at the local City Hall to enhance and promote the historic downtown in which their Depression-era home is located in Houghton, Michigan. Shawn received his MA in Professional Communication from Clemson University, where he served as a research assistant for Art Young. He teaches multimodal composition, graphic design, and publication management. Shawn has previously collaborated with Kristi on teaching digital portfolio classes and presenting writing across the curriculum research.

Anthony T. Atkins is an assistant professor at the University of North Carolina at Wilmington where he currently serves as the composition coordinator. He teaches courses and conducts research in professional communication, writing and technology, document design, video and composing, composition theory, and rhetorical theory. He serves on the editorial board for *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* and serves on the executive board for the Carolina affiliate of Writing Program Administrators (WPA).

Cheryl Ball teaches and studies new media reading, composing, and evaluation strategies, especially as they relate to digital scholarship. She has a PhD in Rhetoric and Technical Communication from Michigan Tech and an MFA in Poetry from Virginia Commonwealth University. Ball has published in *Computers and Composition*, *Composition Studies*, *Convergence*, *Fibreculture*, and *Computers and Composition Online*. She is editor of *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Her online portfolio can be found at http://www.ceball.com.

Kristine Blair is professor and chair of the Department of English at Bowling Green State University, where she has taught undergraduate courses in classroom technologies and language arts, and fully online writing courses for adult learners. Blair has also taught doctoral-level courses in computer-mediated writing theory, research methodologies, and online pedagogies. The author of numerous publications on gender and technology, electronic portfolios, the politics of online communication, and cultural studies pedagogies, she currently serves as editor of the journal *Computers and Composition Online*. In 2007, Blair received the Technology Innovator Award from the Conference on College Composition and Communication's Committee on Computers and Composition. Her most recent project is the co-edited *Webbing Cyberfeminist Practice: Communities, Pedagogies, and Social Action* (Hampton Press, 2008), and she currently directs a computer camp for girls in grades 6–8 titled "The Digital Mirror."

Patrick W. Berry is a PhD candidate in the Center for Writing Studies and Department of English at the University of Illinois at Urbana-Champaign. His research concentrates on English teachers' literacy narratives as a family of genres to explore the intersections among literacy, personal experience, technology, and social class. His "Critical Remediation: Locating Eliza" appeared in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* in 2007.

Kelli Cargile Cook is an associate professor in the professional and technical writing program at Utah State University. Her research focuses on technical communication pedagogy, online writing pedagogy, Web-based training, and technical communication program development and assessment. She co-edited *Online Education: Global Questions, Local Answers*, which received NCTE Award for Excellence for Best Collection in Technical and Scientific Communication in 2006. Cook has recently authored a Web-based training program, *Hiring with Excellence*, as part of an NSF ADVANCE grant, and has revised the third edition of *The Elements of Technical Writing*. She has directed both the undergraduate and doctoral programs in professional and technical communication at Utah State. Cook served as the president of the Council for Programs in Technical and Scientific Communication from 2006–2008 and is currently serving as vice president of the Association of Teachers of Technical Writing.

Beth Brunk-Chavez is an assistant professor in the Rhetoric and Writing Studies program and the director of First-Year Composition at the University of Texas at El Paso. Her research is focused on the areas of teaching with technology, writing and technology, and composition pedagogy. With Shawn Miller, her co-author, she has also published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Additionally, her work has appeared in *WPA: Writing Program Administrator, Teaching English in the Two-Year College,* and other journals. She is co-authoring a composition textbook, *Explorations*: *A Guided Inquiry into Writing*, with UTEP colleague Helen Foster.

Michael Day is an associate professor of English at Northern Illinois University, where he teaches rhetoric, composition, technical writing, and writing for electronic media. Co-founder of the Great Plains Alliance for Computers and Writing and host of the 1999 Computers and Writing Conference, he has presented and published on topics ranging from intercultural rhetoric to Internet communication and online teaching. With Susanmarie Harrington and Rebecca Rickly, he is co-editor of *The Online Writing Classroom* (Hampton Press, 2000), and with Carol Lipson he is co-editor of *Technical Communication and the World Wide Web* (Lawrence Erlbaum Associates, 2005). Day directed the First-Year Composition Program at NIU from 2002 to 2008, and is a past chair of both the Conference on College Composition and Communication (CCCC) Committee on Computers in Composition and Communication and the National Council of Teachers of English Assembly on Computers in English. In 2006, Day was awarded the Charles Moran Award for Distinguished Contributions to the Field by Computers and Composition. In 2007, Day was elected to the CCCC Executive Committee. Day's site is available at http://www.mday.org

Dànielle Nicole DeVoss is an associate professor and director of the Professional Writing Program at Michigan State University. Her research interests include computer/technological literacies; feminist interpretations of and interventions in computer technologies; and intellectual property issues in digital space. DeVoss' work has most recently appeared in *Computers and Composition*; *Computers and Composition Online*; and *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. DeVoss recently co-edited (with Heidi McKee) *Digital Writing Research: Technologies, Methodologies, and Ethical Issues* (2007, Hampton Press), which won the 2007 Computers and Composition Distinguished Book Award. She is currently working on a National Writing Project book with Troy Hicks, titled *Because Digital Writing Matters* (Jossey-Bass), and an edited collection with Martine Courant Rife and Shaun Slattery, titled *Copy(write): Intellectual Property in the Composition Classroom.*

Lisa Dush is a lecturer in the Writing Across the Curriculum program at the Massachusetts Institute of Technology. At MIT, Dush teaches writing and oral communication in the departments of chemical engineering, biological engineering, and mechanical engineering. She is also the director of Storybuilders (http://www.storybuilders.org/), a business that helps individuals and organizations tell stories with digital media. Through Storybuilders, Dush has worked with public health professionals, youth, and nonprofit organizations, teaching staff and clients to produce digital stories and use these stories for outreach, promotion, and education. Dush recently completed her dissertation on the implementation of digital storytelling in organizations. Her research interests include sociocultural theories that can clarify technology implementation, technology across the disciplines, and the impact that everyday and prosumer technologies have on work and individual creative practice.

Jude Edminster is an associate professor in the Scientific and Technical Writing Program of the English Department at Bowling Green State University and coordinator of the program's Online Graduate Certificate in International Scientific and Technical Communication. Edminster has published articles and book chapters in *Computers and Composition*, *Technology in English Studies: Innovative Professional Paths* (Inman & Hewett, Eds., Lawrence Erlbaum Associates, 2005) and *Composing and Revising the Professional / Technical Writing Program* (Franke & Reid, Eds. Parlour Press, forthcoming). Her work in progress includes qualitative field research on the evolving genres of digital geology field notebooks (GeoPads), electronic multimedia dissertations (ETDs), and most recently, government-mandated electronic medical records (EMR). More about Edminster's work can be viewed at http://personal.bgsu.edu/~jedmins.

Patricia Freitag Ericsson is an assistant professor at Washington State University where she coordinates the Digital Technology and Culture program and teaches undergraduate and graduate courses in digital technology and culture and rhetoric and technical communication. Her research interests include techno-rhetoric, technical writing, and the intersections of technology, education, and agency theory. Ericsson's current research concerns digital communication technologies and transnational families. Her work has appeared in *Computers and Composition*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *English Education*; *Journal of Teaching Writing*, and several edited collections. She is the co-editor of *Machine Scoring of Student Essays: Truth and Consequences* (Utah State University Press, 2006).

Peter J. Fadde is an assistant professor of Instructional Technology and Instructional Design in the College of Education and Human Services at Southern Illinois University. He teaches courses in instructional Internet applications, interactive multimedia, learning theory for instruction, instructional simulations and games, eLearning, and video production. Fadde's research interests center on training of expertise and expert performance, sustainable educational technology approaches, and the re-emergence of video in Web-based corporate communications and training. Fadde is co-coordinator (with Sebastian Loh) of the Collaboratory for Interactive Learning Research at SIU. Fadde is married to Patricia Sullivan; Peter and Pat are pictured with their children Jae and Elizabeth.

Kristie S. Fleckenstein is associate professor of English at Florida State University where she teaches rhetoric and composition classes in the undergraduate and graduate programs. She is the author of *Visualizing Change: Vision, Rhetoric, and Social Action in the Composition Classroom* (Southern Illinois University Press, 2009) and *Embodied Literacies* (Southern Illinois University Press/National Council of Teachers of English, 2003), which received the 2005 Conference on College Composition and Communication Outstanding Book of the Year Award. She has also co-edited two collections on imagery, rhetoric, and teaching. Her work has appeared in *College English*, *College Composition and Communication, JAC, Rhetoric Review, Computers and Composition*, and other journals. Currently, she is researching the linkages between nineteenth-century photography—the oldest of the new media— and the rise of current traditional rhetoric.

Gail E. Hawisher is professor of English and founding director of the Center for Writing Studies at the University of Illinois at Urbana-Champaign. She is widely published in digital media and literacy studies, and, co-edits, with Cynthia Selfe, the international journal *Computers and Composition*. Hawisher's publications include *Global Literacies and the World Wide Web* (Routledge, 2000) and *Passions, Pedagogies, and 21st Century Technologies* (Utah State University Press, 1999), which won the 2000 Distinguished Book Award at Computers and Writing. She and co-author, Cynthia Selfe, have also published the book-length study *Literate Lives in the Information Age* (Erlbaum, 2004), which uses life history interviews to look at how people of different generations have come to digital literacies, and, most recently, the coedited *Gaming Lives in the 21st Century: Literate Connections* (Palgrave, 2007). Current projects that she and Selfe are working on include *Transnational Literate Lives*, a multimodal book-length study that relies on video as a research, authoring, and presentation tool. In the past several years, Hawisher has been honored to receive from her department the Robert Schneider Award for Outstanding Teaching and Service (2000). Her university has also recognized her work with the Lynn M. Martin Award for Distinguished Women Faculty (2004), the Campuswide Award for Excellence in Undergraduate Teaching (2004), and the University Distinguished Teacher/Scholar Award (2005).

Fred Johnson teaches courses in writing, film, new media, and American literature at Whitworth University. His research and writing explore social-networking theories, particularly focusing on literary representations of social networks, innovation in social networks, and research as a social-networking task.

Kate Kiefer is a professor of English at Colorado State University where she teaches undergraduate composition and graduate composition theory courses. She developed her long-standing interest and expertise in computers and writing in the early 1980s when she co-founded *Computers and Composition*, of which she is still emeritus editor. She continues to research teaching in both physical and virtual computer contexts, but her most recent work has focused on studying the ways in which reading, writing, and thinking can be considered complex adaptive systems.

Lisa Lebduska is an associate professor of English at Wheaton College, where she directs the college writing program and teaches a variety of writing courses. Her work has appeared in *Environmental Politics*, *ISLE*, *Writing on the Edge*, the *Writing Lab Newsletter*, and *Composition Studies*. "The Body Matters of Digitized Contexts"—Lebduska's chapter examining the material challenges posed by online environments—will be included in Hampton Press's forthcoming *Teaching Writing in the Twenty-First Century*, edited by Joanna Castner and James Inman.

Andrew Mara is an assistant professor at North Dakota State University, where he teaches technical and professional writing, rhetoric, and nineteenth-century American literature. Mara's research and teaching centers upon a concern with institutional innovation and investigates the convergence of writing practices, institutional design, and community. He has contributed articles to *Technical Communication Quarterly*, the *Journal of Business and Technical Communication*, *IEEE Transactions in Professional Communication*, and *Academe*, as well as several essays for collections. He is currently editing a special issue on posthuman rhetorics and technical communication for *Technical Communication Quarterly* and is working on a book-length manuscript on posthuman desire and rhetorical invention. In an earlier life, he was a technical communicator at Sandia National Laboratories.

Heidi A. McKee is an assistant professor in the Department of English and an affiliate faculty member of the Armstrong Center for Interactive Media Studies at Miami University. Her teaching and research interests include digital literacies, multimodal and digital rhetorics, qualitative research methodologies, and ethical research practices. McKee serves on Miami's human subjects institutional review board, and the ethics committee for the Association of Internet Researchers. With Seth Kahn, she co-chairs the Qualitative Research Network, which meets each year at the Conference on College Composition and Communication. McKee also served for two years as the co-founder and coordinator of Miami's Digital Writing Collaborative. Her work has appeared in numerous journals, including *College Composition and Communication*, *Computers and Composition, Pedagogy*, and *The Community Literacy Journal*. With Dànielle Nicole DeVoss, she co-edited *Digital Writing Research: Technologies, Methodologies, and Ethical Issues* (winner of the Computers and Composition Distinguished Book Award for best book in the field in 2007). With James Porter, she is writing a book-length manuscript titled *The Ethics of Internet Research: A Rhetorical Case-Based Approach* (Peter Lang, 2009).

Jackie Grutsch McKinney teaches undergraduate and graduate courses in rhetoric and composition at Ball State University, where she has served as Writing Center Director since 2003. She has publications in *The Writing Center Journal*, *WPA*, *The Journal of Teaching Writing*, and several edited collections. In her current research, she tries to imagine how writing centers will need to evolve to meet 21st-century challenges and to support 21st-century student writers.

Ryan M. (Rylish) Moeller is an assistant professor in the Department of English at Utah State University. He teaches courses in professional writing, rhetorical theory, and the rhetorics of technology. Moeller's research focuses on the effects of technical discourse on human agency, especially within the consumer electronics industry. His work has appeared in *Technical Communication Quarterly*; *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*; *Fibreculture*; *Computers and Composition Online*; *Works and Days*; and in edited collections. He is currently working on a book manuscript that examines the rhetoric of play in professional, consumer-oriented discourse.

Shawn Miller is an academic technology consultant for Duke's Center for Instructional Technology. Miller works with social science faculty on a variety of projects and grants, including strategies for working with flexible learning spaces, the use of data visualization tools, and technologies that improve group collaboration and knowledge sharing. Prior to his current position at Duke, Miller was manager of media production for the University of Texas at El Paso, where he worked with faculty on the design and implementation of hybrid and online courses and managed the development of multimedia projects to support teaching, grant-related activities, and community outreach programs. Miller has published, with Beth Brunk-Chavez, in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.

Charles Moran is emeritus professor of English at the University of Massachusetts–Amherst. With Gail Hawisher, Paul LeBlanc, and Cynthia Selfe, he co-authored *Computers and the Teaching of Writing in American Higher Education, 1979–1994* (Ablex, 1995). With Anne Herrington, he co-edited *Genre Across the Curriculum* (Utah State University Press, 2005) and *Writing, Teaching, and Learning Across the Disciplines* (Modern Language Association, 1991). With Anne Herrington and Kevin Hodgson he has co-edited *The New Writing: Technology, Change, and Assessment* (Teachers College Press, forthcoming). He was the founding director of his university's Writing Program, and, with Pat Hunter and June Kuzmeskus, one of the founding directors of the Western Massachusetts Writing Project. Moran is pictured holding one of his grandchildren.

Mike Palmquist is professor of English, Associate Vice Provost for Learning and Teaching, and University Distinguished Teaching Scholar at Colorado State University, where he directs the University's Institute for Learning and Teaching. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing. His work has appeared in scholarly journals, edited collections, and books (including *Transitions: Teaching Writing in Computer-Supported and Traditional Classrooms,* which was written with Kate Keifer, Jake Hartvigsen, and Barb Godlew). With Jill Salahub and a host of WAC colleagues, he coordinates the development of Writing@CSU (http://writing.colostate.edu/)and the WAC Clearinghouse (http://wac.colostate.edu/).

James E. Porter is a professor in the Department of Writing, Rhetoric, and American Cultures at Michigan State University, where he has served as director of the graduate program and as co-director of the WIDE Research Center. Porter's research focuses on digital writing and rhetoric, particularly issues of audience, ethics, invention, methodology, and delivery. He is completing a book titled The Ethics of Internet Research (co-authored with Heidi McKee). Effective in Fall 2009, he will be a Professor of English and Interactive Media Studies at Miami University.

Colleen Reilly is an associate professor of English at the University of North Carolina at Wilmington. Her teaching and research focus on professional writing theory and pedagogy; electronic composition and citation; computer gaming and literacy; and gender, sexuality, and technology. Her publications include several chapters in edited collections related to writing and technology and digital research practices and articles in *Computers and Composition* and *Innovate.*

Jill Salahub is the editor and programmer for Writing@CSU (http://writing.colostate.edu/). She also teaches an upper-division composition class focused on writing for the Web. Her research interests include computers and composition, the use of technology and hypertext/hypermedia in the classroom, professional development for teachers, creative nonfiction writing, and writing for the Web. She received an MA in Communication Development from Colorado State University in 2003, having been granted distinction for her thesis, a hypertext entitled "Fear, Happiness and the American Way: The Difficulty of a Simple Life." Her other Web writing projects are teaching and writing guides for CSU's Online Writing Center, Web-based textbook supplements for multiple publishing companies, and Web sites for various writing across the curriculum projects at CSU. Most recently, she's been focusing her efforts on providing professional development opportunities for teachers using such technologies as the Writing Studio to enhance and extend the environment of their writing classes.

Cynthia L. Selfe is Humanities Distinguished Professor in the Department of English at Ohio State University, and the co-editor, with Gail Hawisher, of *Computers and Composition: An International Journal.* In 1996, Selfe was recognized as an EDUCOM award winner for innovative computer use in higher education—the first woman and the first English teacher ever to receive this award. In 2000, Selfe, along with long-time collaborator Gail Hawisher, was presented with the Outstanding Technology Innovator award by the CCCC Committee on Computers. Selfe has served as the chair of the Conference on College Composition and Communication and the chair of the College Section of the National Council of Teachers of English.

Richard (Dickie) Selfe, after 20 years of consulting across the humanities on communication technology projects and support systems, now directs the Center for the Study and Teaching of Writing (CSTW) at Ohio State University. The CSTW conducts research and provides services on writing in 21st century contexts through the Writing Center, WAC & Outreach programs, a Professional Writing Minor, and the Student Technology Consultant program. Selfe's academic interests lie at the intersection of communication pedagogies, programmatic curricula, and the social and institutional influences of digital systems. His most recent book-length project is *Technological Ecologies and Sustainability* (Computers and Composition Digital Press, forthcoming). Selfe's recent publications include *Sustainable Communication Practices: Creating a Culture of Support for Technology-rich Education* (Hampton Press, 2005); "Anticipating the Momentum of Cyborg Communicative Events" (forthcoming); "'Convince me!' Valuing Multimodal Literacies and Composing Public Service Announcements" in *English Studies*; and the "University Experience as Intellectual Property: Commodification and the Spellings Report" in *Computers and Composition Online*.

Jay Sloan is an assistant professor of English and director of the Writing Center at Kent State University's Stark campus. His work with writing center theory and practice began in graduate school, and he has published on writing centers in *Dialogue: A Journal for Writing Specialists*, *Praxis*, and *The Writing Lab Newsletter*. His research interests include educational technologies, tutor training, and issues of cultural difference and oppression in the writing center. At Kent State, he is the co-founder and current moderator of a multi-campus committee designed to further writing center development on all eight KSU campuses. He served on the Executive Board of the East Central Writing Centers Association, and is a co-founder of the Northeast Ohio Writing Centers Association.

Jeanne R. Smith teaches in the Writing Program and is the director of the Writing Center at Kent State University. She has taught rhetoric and composition in traditional classrooms, computerized classrooms, distance and distributed education settings, and hybrid-blended technology environments. Her research interests include first-year student experiences, inquiry-based learning, rhetorical invention and revision strategies, interdisciplinary collaboration, technology in composition pedagogy, tutor training, and faculty professional development. She is a co-founder of the Northeast Ohio Writing Centers Association and Vice President of the East Central Writing Centers Association.
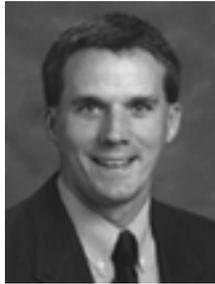
Kip Strasma is an associate professor in the Writing Program at Nova Southeastern University; he has also taught writing, English, humanities, literature, and philosophy courses at Illinois Central College, the University of Miami, and Florida International University. Strasma's publications include an edited collection of scholarship on hypertext and writing theory, *Context, Intertext, and Hypertext,* with Scott DeWitt (Hampton Press, 1999); and he has published articles and reviews in *Computers and Composition, Teaching English in the Two-Year College, The Writing Instructor*, and *Eureka Studies in Short Fiction.* A current member of the Executive Council for College Composition and Communication, Strasma also serves as publications review editor for *Teaching English in the Two-Year College*.

Patricia Sullivan is a professor of English at Purdue University, where she directs the graduate program in rhetoric and composition and previously directed the program in technical writing. She teaches public rhetoric, research methodology, professional writing theory, computers and writing, and history of rhetoric. Sullivan was instrumental in starting Purdue's Professional Writing major and in crafting specialized areas of doctoral study at Purdue (Public Rhetoric; Rhetoric, Technology, and Digital Writing; Technical and Professional Writing). Sullivan's scholarly interests include gender and digital communication; the interplay of learned and public communication; disciplinary and institutional history/historiography; method, methodology, and notions of an academic field. Sullivan has published *Electronic Literacies in the Workplace* (with Jennie Dautermann, National Council of Teachers of English, 1996); *Opening Spaces: Writing Technologies and Critical Research Practices* (with James Porter, Ablex, 1997); *Professional Writing Online* (with James Porter and Johndan Johnson-Eilola, AB Longman, 2001, 2004, and 2008); and *Labor, Writing Technologies, and the Shaping of Composition in the Academy* (Pamela Takayoshi, Hampton Press, 2007). Sullivan is pictured with her husband Peter Fadde and their two children.

Kathleen Blake Yancey is Kellogg W. Hunt Professor of English at Florida State University, where she directs the Graduate Program in Rhetoric and Composition. As President of the National Council of Teachers of English, she has focused attention on 21st century literacies and on the role of writing in multiple sites across the country. A Past Chair of the Conference on College Composition and Communication and a Past President of the Council of Writing Program Administrators, Yancey also co-founded and co-directs the International Coalition on Electronic Portfolio Research (http://www.ncepr.org). Yancey's research focuses on composition studies generally; on writing assessment, especially print and electronic portfolios; and on the intersections of culture, literacy and technologies. She has authored, edited, or co-edited ten scholarly books and two textbooks as well as over 65 articles and book chapters; several of those volumes have focused on portfolios, writing assessment, and reflection. Yancey's current projects include *Composition in a New Key* (forthcoming).