



Contributors

About the Editors

Jessie Borgman, Ph.D. and Casey McArdle, Ph.D. have been online writing instructors and course designers for over a decade. They both began teaching online with no experience at for-profit schools. They have since worked to grow their careers together and individually in the fields of rhetoric and writing studies, technical communication, and user experience (UX). Together, Borgman and McArdle co-created The Online Writing Instruction Community resources website in 2015. In 2019, they co-authored *Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors*, which was the winner of the 2020 *Computers and Composition* Distinguished Book Award. In 2021 they co-edited *PARS in Practice: More Resources and Strategies for Online Writing Instructors*. They have presented for multiple institutions across the country and been featured speakers by organizations, such as the Conference on College Composition and Communication (CCCCs), Bedford/St. Martin's, and the Council of Writing Program Administrators. They were featured in an interview for the National Council of Teachers of English *Council Chronicle* in 2020. They served as mentors for the CCCC's Emergent Researcher award winner for the 2021 year.

Jessie Borgman, Ph.D. is an online writing instructor in the Writers' Studio at Arizona State University and has taught both face-to-face and online since 2009. She has published several articles and book chapters and has presented at conferences such as the Conference on College Composition and Communications, Computers and Writing, and Two-Year College English Association. She has served on the CCCC OWI Standing Group in multiple capacities and currently serves as the chair. As the CCCC OWI Standing Group chair, she co-led a

national survey on online writing instruction and collaborated with the research group to write *The 2021 State of the Art of OWI Report*. Her research interests include online writing instruction, instructional design, content strategy, user experience, two-year colleges, and writing program administration.

Casey McArdle is the associate chair for undergraduate studies in the Department of Writing, Rhetoric, and American Cultures at Michigan State University, where he directs the Experience Architecture and Professional and Public Writing programs. He is an advocate for usability, accessibility, and sustainability in and out of the classroom and has been involved with OWI for many years via publications, presentations, and research teams that focus on distance education and learning experience design.

About the Authors

Abram Anders is Director of Communication Innovation and an Associate Professor of English at Iowa State University. His research interests include academic innovation, creative collaboration, innovation and entrepreneurship, and leadership communication.

Jeanine Elise Aune is Director of the ISUComm Advanced Communication (AdvComm) program and a Professor at Iowa State University (ISU). She received her Ph.D. from the University of Wisconsin-Madison. Two multi-section courses she directs recently earned Quality Matters certification, the first multi-section courses to receive such certification at ISU. She is the co-author of *Business Communication* 13e with Jo Mackiewicz and *Technical Writing for Engineers & Scientists* 4e with Leslie Potter. She has received several awards for teaching and for her work with ISU's learning communities.

Joseph Bartolotta is Associate Professor of Writing Studies and Rhetoric at Hofstra University. He holds a Ph.D. in Rhetoric & Scientific and Technical Communication from the University of Minnesota. Prior to joining Hofstra, Dr. Bartolotta was a Lecturer and Visiting Assistant Professor at the University of New Mexico, where he co-founded the Laboratory for Usability, Communication, and Information Design (LUCID) and directed the professional writing internship program. His work appears in journals like *Technical Communication Quarterly* and *Communication Design Quarterly*. Professor Bartolotta is a member of the Society for American Baseball Research, plays chess in his spare time, has defeated Ganon across multiple consoles, and plays as Luigi in MarioKart.

Tiffany Bouelle is Associate Professor at the University of New Mexico, where she runs an online writing program called eComposition (eComp). She also teaches a practicum for graduate students that emphasizes best practices for teaching composition in the digital era, which blends multimodal composition with online pedagogies. Her work has been published in *Computers and Composition*, *Kairos*, *Technical Communication Quarterly*, and *Communication Design Quarterly*. She is the co-author of *Teaching Writing in the Twenty-First*

Century and *Administering Writing Programs in the Twenty-First Century* (with Beth Hewett and Scott Warnock).

Miranda L. Egger is Senior Instructor and Assistant Director of Composition at the University of Colorado Denver. She's taught for more than 20 years, but only recently (after raising two sons) finished her Ph.D. in Rhetoric, Writing, and Discourse Studies at Old Dominion University. Her dissertation examined "Reading with Social, Digital Annotation: Encouraging Engaged Critical Reading in a Challenging Age," a project that focused on student-centered research around digital discursive tools, specifically employed in asynchronous first-year composition (FYC) courses. Her research interests also include literacy studies (particularly theories of reading and writing connections); situating rhetorical reading in theories of rhetorical circulation; networked, digital technologies of communication; the role of discourse in democratic deliberation; writing program administration (WPA) scholarship; and pedagogies that address online education, particularly in response to the needs of at-risk undergraduate students.

Lourdes Fernandez is a former assistant professor and assistant director for composition at George Mason University. Her research interests include hybrid course design and pedagogy, program administration, workplace communication, and rhetorics of sexual assault. Her work has been published in *Journal of Response to Writing*, *Programmatic Perspectives*, *Technical Communication Quarterly*, *Rhetoric Review*, *Academic Labor: Research and Artistry*, and *Reflections: A Journal of Community-Engaged Writing and Rhetoric*. She currently works as an employment and education researcher in private industry.

Kerry Folan is Assistant Professor at George Mason University, where she teaches composition, literature, and creative writing. Her research interests include hybrid course design, critical language awareness, and the teaching of creative nonfiction as literature, for which she received a GMU curriculum development grant in 2021. She has been nominated by students for GMU's General Teaching Excellence and Online Teaching Excellence Awards.

Katie Fulton is the Online Learning Coordinator and Associate Teaching Professor in the Department of English at Iowa State University. She received her MA in English Literature from Iowa State University in 2009 and a Micro-Masters in Instructional Design and Technology from University of Maryland University College in 2018. Katie is a Quality Matters-certified peer reviewer and has supported the development and Quality Matters certification of three courses at ISU.

Joanne Baird Giordano is Associate Professor of English, Linguistics, and Writing Studies at Salt Lake Community College. She previously coordinated the developmental reading, writing, and ESL program for the University of Wisconsin System's two-year colleges. Her online literacy education work focuses on designing courses and mentoring instructors in open-access writing programs. She is the course developer and co-facilitator for an online equitable and inclusive teaching practices faculty development program for community college educators. Her research and writing on two-year college writers and teaching has

appeared in *College English*, *CCC*, *Teaching English in the Two-Year College*, *WPA Journal*, *Pedagogy*, the *Journal of Writing Assessment*, *Open Words*, the *Community College Journal of Research and Practice*, and edited collections. She serves as Associate Chair (and incoming Chair) of the Two-Year College English Association.

Ariel M. Goldenthal is Assistant Professor of Composition at George Mason University. Her research interests include community-engaged courses and hybrid first-year composition, which she has taught since the university pilot of the course in Fall 2017. Her recent presentations at the Conference on College Composition and Communication and EDUCAUSE share findings on hybrid course design and implementation. Her work has been published in *The Journal of Response to Writing* and *WPA: Writing Program Administration*.

Rachael Groner is Professor of Instruction in English and the Director of the First Year Writing Program at Temple University. She teaches graduate and undergraduate courses in composition, contemporary literature and trauma studies. She has been in writing program administration for 12 years and is committed to advocating for equitable policies and increased opportunities for non-tenure track faculty.

Heidi Skurat Harris is Associate Professor and the Graduate Coordinator for the Department of Writing and Rhetoric at the University of Arkansas at Little Rock. She has worked with online students and programs since 2006, and has published articles on online professional development, online writing program administration, and online student advising and support. She teaches courses in creative nonfiction, technical writing, and online writing instruction.

John Holland is Lecturer in the Composition Program at San Francisco State University. He brings a multidisciplinary perspective to the teaching of undergraduate writing, having earned a Master of Arts in Psychology from Humboldt State University, a Master of Science in Curriculum & Instruction from the University of Oregon, and a Master of Arts in English (with a specialty in teaching multilingual students) from San Francisco State University. This multidimensional background forms the foundation of his evidence-based pedagogical practices.

Andrew Hollinger is Coordinator of First-Year Writing at the University of Texas Rio Grande Valley, which earned the 2020-2021 CCCC Writing Program Certificate of Excellence. His work focuses on first-year writing and curriculum, WPA work and definitions, as well as materiality, publics and circulation, and genre. In addition to his teaching, scholarship, and published work, he is interested in maker rhetorics and is a practicing bookbinder, linocut artist, and illusionist.

Tania Islam was the Graduate Composition Assistant of the First-Year Writing Program at Temple University for the 2020-21 academic year, from where she received her Ph.D. in English in 2022. Her research and teaching interests, though varied, have influenced her approach towards teaching rhetoric and composition and first-year writing extensively. She is currently Assistant Professor in the School of Liberal Arts and Design Studies at Vidyashilp University, India.

Anne C. Kretsinger-Harries is the Communication Studies Online Program Director at the University of Kansas. Previously, she was the Director of Public Speaking at Iowa State University from 2017-2022. She received her Ph.D. in Communication Arts & Sciences from Pennsylvania State University. Her research examines rhetoric and pedagogy and has appeared in venues such as *Rhetoric & Public Affairs* and *Communication Teacher*.

Bethany Mannon is Assistant Professor of English at Appalachian State University, where she directs the Rhetoric and Composition Program. Her research focuses on religious and feminist rhetoric, writing program administration, and personal narrative. Bethany's work has appeared in journals including *Rhetoric Society Quarterly*, *Enculturation*, and *Writing Center Journal*. She completed her Ph.D. at Penn State University in 2015.

Leslie Robertson Mateer is Assistant Teaching Professor in the Department of English at Penn State University, where she has taught both face-to-face and online courses at University Park for over 20 years, specializing in business and technical communication. She also serves as the Assistant Director of the Digital English Studio, where she works as an instructional designer, editor, and manager of the Penn State English Department online course portfolio.

Jessica Matthews is Associate Director of Composition for George Mason University. From 2019 to 2021, she served as the faculty fellow for the George Mason Stearns Center for Teaching and Learning, where she provides professional development for online course design and pedagogy. Her recent presentations at EDUCAUSE, the annual meeting of the American Educational Research Association, and the Conference on College Composition and Communication focus on how students and faculty evaluate the quality of learning in online writing courses.

Tiffany N. Mitchell is Senior Lecturer and the Classroom Technologies and Website Coordinator for the English Department at the University of Tennessee at Chattanooga (UTC). She teaches first-year writing and professional writing courses and co-teaches courses on adolescent literature and intersectional oppressions. She's taught online and hybrid courses since 2012, and has also taught courses for both the ESL Program and Honors College at UTC. As a longtime non-tenure-track (NTT) lecturer and one of the earliest adopters of online/hybrid writing at UTC, she's passionate about NTT issues and mentoring her colleagues who may be new to UTC and/or new to online and hybrid instruction. She co-authored a professional writing textbook titled *The Write Path: Communicating Your Way to Professional Success*, and her scholarly work has been published in the *Journal of Library & Information Services in Distance Learning*.

Catrina Mitchum is Adjunct Associate Professor at the University of Maryland Global Campus and a former online writing program administrator at the University of Arizona. She has been teaching online since 2009, and online only since 2010. Her research interests are in retention and online course design and delivery of online writing classes. She has scholarly work published in *Currents in Teaching and Learning*, *Composition Forum*, and *The Journal of Teaching and*

Learning with Technology, among other journals and edited collections. She was awarded, with other scholars, the CCCC Research Initiative Grant in 2018 and a Digital Learning Tech Seed Grant in 2021. She has been awarded the Professional and Technical Writing Teaching Award and the Collaborative Teaching Award in the Writing Program. She teaches first-year writing courses as well as upper-level undergraduate courses in professional and technical writing, entirely online.

Cassandra Phillips is Professor of English at the University of Wisconsin Milwaukee at Waukesha, where she also serves as the First-Year Writing and Developmental English Coordinator. Her research focuses on writing program development and pedagogies for access institutions and has appeared in *TETYC*, *WPA*, *Pedagogy*, *Peitho*, and edited collections. She is the co-author of *Materiality and Writing Studies: Aligning Labor, Scholarship and Teaching*, which was published in 2022 in the NCTE Studies in Writing and Rhetoric series.

Lynn Reid is Assistant Professor of Rhetoric and Composition and Director of Basic Writing at Fairleigh Dickinson University. She holds a Ph.D. in Composition and TESOL from Indiana University of Pennsylvania, where she was awarded the Patrick Hartwell Memorial Award for Promising Research in Composition. Her work has appeared in *WPA Journal*, *Journal of Basic Writing*, *TESOL Encyclopedia*, and several edited collections. Dr. Reid has served as the co-chair of the Council on Basic Writing, a CCCC standing group, and is Associate Editor for the *Basic Writing* e-Journal.

Dylan Retzinger is a college-track professor at New Mexico State University and a special projects assistant to the Writing Program as online pedagogy consultant and online course designer. His research explores identity politics in online writing instruction.

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Stuart A. Selber is Professor of English and Director of Digital Education in the English department at Penn State, where he directs the Penn State Digital English Studio. His latest book is *Institutional Literacies: Engaging Academic IT Contexts for Writing and Communication* (University of Chicago Press), which won the 2022 Distinguished Book Award from *Computers and Composition*.

Kellie Sharp-Hoskins is Associate Professor and Writing Program Administrator at New Mexico State University, where she also teaches courses in critical rhetorics and writing studies. Her research centers the complex relations among language and bodies that materialize in pedagogical and public spaces; it has

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Jennifer Stewart is Assistant Professor of English and Director of Composition at University of Tennessee at Chattanooga. She teaches graduate and undergraduate courses in teaching college writing, workplace literacies and project management, and the rhetoric of popular culture heroines. She has taught online and hybrid FYC and rhetoric and professional writing courses since 2009. Much of her scholarship comes from the work in her program or in her classroom; recent research projects are situated in incorporating diversity-themed common readers and multimodal composition into writing programs and using institutional ethnographic methods to investigate standard writing program practices. She is also greatly invested in non-tenure-track faculty and graduate student advocacy, professional development, and mentoring.

Jennifer Seibel Trainor is the author of several articles on the teaching of writing. Her articles have appeared in *CCC*, *Research in the Teaching of English*, and *College English*. She is the co-director of San Francisco State's First-Year Writing Program, where she works with teachers to develop critical and social justice approaches to literacy development. She teaches undergraduate writing and graduate courses on literacy, critical pedagogy, and composition pedagogy.

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Mariya Tseptsura is Director of the Online Writing Program at the University of Arizona's English department, where, among other responsibilities, she manages and studies the program's pre-designed courses (PDCs). She has been teaching online since 2015, and her research interests encompass OWI, writing program administration, and multilingual and second language writing. Her work has appeared in *College Composition and Communication* and *Research in Online Literacy Education*.

Amy Walton is Assistant Director of ISUComm Foundation Courses and an Associate Teaching Professor at Iowa State University. She received her MA in Teaching English to Speakers of Other Languages from Iowa State. Her interests

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Julie Watts is Professor of English and Chair of the English, Philosophy, and Communication Studies Department at the University of Wisconsin-Stout. She was Founding Director of the online MS Technical and Professional Communication program and directed it for 12 years. She teaches courses in composition, document design, and theory and research in technical and professional communication. Her research interests focus on program assessment as well as the communicative dynamics and culture of the online learning community and what instructors can do to facilitate student learning.

Casey White is Assistant Director of the ISUComm Advanced Communication program and an Assistant Teaching Professor at Iowa State University. He received his Ph.D. in Rhetoric and Professional Communication from Iowa State University in 2014 and then stayed to teach and help administer the AdvComm program. Casey is involved in the design and development of three multi-section online writing courses covering business and technical communication.

Courtney Adams Wooten is Associate Chair, Composition at George Mason University. She is a co-editor of *WPAs in Transition* and *The Things We Carry: Strategies for Recognizing and Negotiating Emotional Labor in Writing Program Administration*, and her work has been published in *College English*, *Composition Studies*, *WPA*, *Academic Labor: Research and Artistry*, and *Harlot* as well as in several edited collections. She has been nominated for GMU's Online Teaching Excellence Award.

Anthony Yarbrough is an MFA student in Fiction at the University of New Mexico, where he teaches composition and creative writing. He studies pedagogies for the digital classroom, multiliteracies, instructional design, and multi-modal writing strategies. His creative work explores memory, sexuality, violence, introspection, and creating equity in a predatory world. Recently, he was recognized with the University of New Mexico's Hillerman/McGarrity Scholarship for creative work that shows exceptional promise.

Marisa Yerace is a Ph.D. student in Rhetoric and Composition at Purdue University, with previous work appearing in *Computers and Composition Online* and *Rhetoric Review*. Her dissertation study focuses on how writing program administrators supported their faculty and students in the early COVID-19 pandemic, and updates can be found at <https://myerace.com/diss>.