

## Author Bios

Leyla Akincilar is a former middle school English teacher and administrator. She now works as a Product Designer at Goalbook, an education software tool that “empowers educators to transform instruction so that ALL students can succeed.”

Nicole Allensworth is a Senior Assistant Librarian and recent Information Literacy Coordinator at San Francisco State University, where she teaches information literacy to students of Journalism, Communication Studies and Broadcast & Electronic Communication Arts. Her work has appeared in the *Journal of Library Administration* and she has presented at conferences such as the California Academic & Research Libraries Association.

Lava Asaad is a Postdoctoral Teaching Fellow at Auburn University. Her research areas include but are not limited to Anglophone literature, Modern British literature, and Women and Gender Studies. She is the author of *Literature with a White Helmet: The Textual-Corporeality of Being, Becoming and Representing Refugees* (Routledge, 2019).

Christine M. Battista is an associate professor of English at Johnson & Wales University, Denver, where she specializes in the environmental humanities, theory and criticism, and American literature. She is the co-editor of *Ecocriticism and Geocriticism: Overlapping Territories in Environmental and Spatial Literary Studies* (Palgrave, 2016) and *Critical Theory and the Humanities in the Age of the Alt-Right* (Palgrave, 2019).

Tyler S. Branson is an assistant professor of English at the University of Toledo, where he serves as the Associate Director of the Composition Program. His essays have appeared in *College Composition and Communication*, *WPA: Writing Program Administration*, and elsewhere. His book, *Policy Regimes of Writing*, is forthcoming from Southern Illinois University Press.

Michael Calore oversees WIRED’s consumer products coverage in print and on the web and is one of the hosts of WIRED’s weekly podcast, Gadget Lab. As a writer, he covers a range of topics including music, film, art, software, social media, and underground culture

James Chase Sanchez is an assistant professor of writing and rhetoric at Middlebury College, where he researches white supremacy, public memory, and protest. He has two forthcoming books, *Race, Rhetoric and Research Methods* and *Salt of the Earth: Rhetoric, Preservation, and White Supremacy*. Sanchez recently produced a documentary, titled *Man on Fire*, which won an International Documentary Association Award in 2017 and aired on PBS via *Independent Lens* in 2018.

Joshua Daniel-Wariya is an associate professor at Oklahoma State University, where he serves as the writing program administrator. His essays have appeared in *Rhetoric Society Quarterly*, *Computers*

and *Composition*, *Pedagogy*, and elsewhere. His teaching and research focuses on the intersections of games, software, and public memory.

Genevieve Garcia de Mueller is an assistant professor and Director of Writing Across Curriculum at Syracuse University. She focuses on rhetorics of policy and race. Her work has appeared in the *Journal of Multimodal Rhetorics*, *WPA Journal*, and *WAC Journal*.

Joanna Geary is Senior Director of Curation at Twitter. Before joining Twitter in 2013, she was a journalist in the UK, most recently leading the social and community teams at *The Guardian*. She is the founder and former director (2010-2016) of the London chapter of the international Hacks/Hackers network, which aims to bring together journalists (“hacks”) and technologists (“hackers”) to rethink the future of news and information.

Thomas Girshin is an associate professor of English at California State University, San Bernardino, where he serves as the writing intensive program administrator. His work has appeared in *Composition Forum* and *Composition Studies*. His textbook, *The Creative Argument*, is expected fall 2021 from Hackett Publishing.

Brenda Glascott (editor) is Associate Professor of Humanities and Director of the Honors College at Portland State University. Her research area includes the history of women’s rhetorics and literacy practices, gender and rhetoric, and public sphere theory. Her work has appeared in *College English*, *Reader*, *Reflections*, and several edited collections. She is co-founder and Managing Editor of the peer-reviewed, open-access journal *Literacy in Composition Studies*.

Jennifer Hofmann is a professional writer, social media content creator, and founder of the Americans of Conscience Checklist, which details weekly actions for positive change in American democracy.

Shereen Inayatulla (she/her/hers) is an associate professor of English at York College, CUNY and teaches courses in composition, critical literacy studies, and autoethnography. Her work has appeared in publications including the *Journal of Basic Writing*, *Changing English*, and the *Journal of Lesbian Studies*.

Angela Laflen is a faculty member in the English Department at California State University, Sacramento. She teaches in the Writing Program, in the areas of digital writing and professional writing. Her published work focuses on digital and multimodal literacies and writing response practices, and her work has appeared in *Computers and Composition*, *Assessing Writing*, and the *Journal of Response to Writing*, among others.

Eric Leake is an associate professor of English at Texas State University, where he directs the master’s program in rhetoric and composition. His primary research focus is rhetorics of empathy. His work has appeared in *Composition Forum*, *Poroi*, *Technical Communication Quarterly*, and elsewhere.

Justin Lewis (editor) is an Instructor of English at Western Washington University, where he teaches undergraduate courses in user experience design (UXD) and technical communication. He is the Design Editor at *Literacy in Composition Studies* (LiCS) and his work has appeared in *enculturation*, *Popular Communication*, and the *Journal of Technical Writing and Communication*, among others.

Tara Lockhart (editor and collection interviewer) is Professor of English at San Francisco State University, where she teaches undergraduate writing (and occasionally directs the writing program) and graduate courses in literacy and composition studies, pedagogy, and course design. She is the author of *Informed Choices: A Guide for Teachers of College Writing*, as well as co-founder and Senior Editor of the open-access journal *Literacy in Composition Studies* (LiCS).

Martee Lopez-Schmitt lives and teaches in the Bay Area. Originally from California's central valley, Martee is a graduate of Fresno State University and received her teaching credential from Notre Dame de Namur University, where she also earned a master degree in education (emphasis in curriculum & instruction) and a master degree in school administration. She has been teaching in the Bay Area for over 20 years, and has been conducting professional development for teachers at her school and in the wider Bay Area for 15 years. She currently teaches IB Theory of Knowledge, advises the yearbook staff, and coordinates the IB Programme at her school.

Michael T. MacDonald is an associate professor of Composition and Rhetoric at the University of Michigan-Dearborn, where he teaches courses in composition, transnational rhetoric, and global cultures. His work has appeared in journals like *College English*, the *Journal of Basic Writing*, *Reflections*, and *Community Literacy Journal*.

Randall W. Monty is an associate professor of Rhetoric, Composition, and Literacy Studies and Associate Director of the Writing Center at the University of Texas Rio Grande Valley. His research is published in *Computers and Composition*, *Journal of Borderland Studies*, and *Praxis: A Writing Center Journal*. He is the author of *The Writing Center as Cultural and Interdisciplinary Contact Zone* (Palgrave Pivot, 2016).

Shannon M. Pella is an assistant professor of Education at California State University, Sacramento where she teaches courses in language and literacy. Her research is published in *Teacher Education Quarterly*, *Teaching/Writing: The Journal of Writing Teacher Education*, and *Middle Grades Research Journal*. She is the co-author of: *Beyond Teaching to the Test: Rethinking Accountability and Assessment for English Language Learners* (NCTE, 2017).

Juli Parrish (editor) is Teaching Professor and Writing Center Director at the University of Denver. Her work has been published in *South Atlantic Review*, *Writing Across the Disciplines*, and *Transformative Works and Cultures*, as well as several edited collections. She is a co-editor of the peer-reviewed, open-access journal *Literacy in Composition Studies*.

Melissa R. Sande is the dean of humanities at Union County College, New Jersey. Her essays have

appeared in or are forthcoming from *Quarterly Horse*, *Papers on Language and Literature*, and *The Researcher*. She is the co-editor of *Critical Theory and the Humanities in the Age of the Alt-Right* (Palgrave, 2019).

John Sellers is Executive Director and Cofounder of Other98, as well as a principal at Agit-Pop Communications and President of The Ruckus Society. He provides strategy and support for all program areas. John also founded the Mosquito Fleet, an armada of kayaktivists that successfully blocked Royal Dutch Shell's Arctic Drilling Fleet and paddles for an Oil Free Salish. He lives in Portland, OR with his wife Genevieve and their fifteen-year old twins.

Tyrell Stewart-Harris is a Lecturer in Management Communication at Cornell University's Statler School of Hotel Administration. He has presented papers at the Rhetoric Society of America Conference and the International Writing Centers Association Conference.

Drew Virtue is an associate professor at Western Carolina University, where he teaches professional writing with a focus on literacy and digital environments. His work has appeared in journals including *Business and Professional Communication Quarterly*, *WikiStudies*, and *Computers and Composition*, among others.

Chris Warnick (editor) is a professor at the College of Charleston, where he teaches undergraduate and graduate courses in composition, literacy, and the teaching of writing. He is a founding co-editor of the open access journal *Literacy in Composition Studies*. His research has appeared in the *Journal of Basic Writing*, *Across the Disciplines*, and *The Journal of the First-Year Experience and Students in Transition*.