



### **About the Authors**

**Elizabeth G. Allan**, PhD, is an assistant professor in the writing and rhetoric department at Oakland University. She teaches first-year writing and upper-level courses in the undergraduate writing and rhetoric major, including the history of rhetoric; literacy, technology, and civic engagement; and writing about culture. Dr. Allan's research interests include writing pedagogy, writing assessment, writing program administration, writing across the curriculum/writing in the disciplines (WAC/WID), multimodal literacies, rhetoric in disciplinary contexts, ethnography, and the scholarship of teaching and learning (SoTL).

**Kathleen Marie Baldwin** is a PhD Candidate in Composition and Rhetoric in the Department of English at the University of Massachusetts Amherst. Her dissertation, *Multimodal Assessment in Action: What We Really Value in New Media Texts* explores what kindergarten through higher education writing teachers value in students' new media compositions and why. Further, her qualitative study examines how teachers' classroom practices are informed by and speak back to the emerging body of scholarship on multimodal assessment in order to help writing teachers ethically and reliably assess multimodal texts. Baldwin's other scholarly interests include multilingual/translingualism, WAC, literacy studies, and race.

**Diane Quaglia Beltran** holds an MA in English/Writing & Rhetoric Specialty from the University of Rhode Island, where she is Part-time faculty in the Writing and Rhetoric Department. She has co-authored articles in *JMLE*, and *AEQ*. She is currently researching the connection between peer-response and value. Her continued research interests include public rhetorics and media literacy.

**Jenn Brandt** is an Assistant Professor of English and Director of Women's and Gender Studies at High Point University. Her research specialization is identity and contemporary narrative; recent publications include essays in *Critique: Studies in Contemporary Fiction*, *Studies in Twentieth and Twenty-First Century Literature*, and *The Journal of Graphic Novels and Comics*.

**Erica Cirillo-McCarthy** teaches first and second-year undergraduates in the Program in Writing and Rhetoric at Stanford University, and tutors as a Digital Media Consultant and Writing Tutor at Stanford's Hume Center for Writing and Speaking. In addition to multimodal pedagogy, her research interests include writing center pedagogy and institutional critique, and she has had her research published in *Academic Exchange Quarterly*. Recently, she has embarked on a new research project where she will archive Stanford's Hume Center for Writing and Speaking.

**Brandy Dieterle** is earning her Ph.D. from the Texts & Technology program at the University of Central Florida. Her research interests are in multimodal composition, digital literacy, new media, and identity studies. She works as an assistant editor with the academic journal *Kairos: A*

*Journal of Rhetoric, Technology, and Pedagogy*. Her book review of Jody Shipka's *Toward a Composition Made Whole* appeared in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, and she has a co-authored piece under review for a special issue of *Computers and Composition* on pedagogies of multimodality and the future of multiliteracy centers.

**Gerald Jackson** is a Ph.D. candidate at the University of South Carolina, Columbia. His research interests include digital rhetoric as it relates to the rhetorical nature of media and technology, specifically with an eye towards code and protocols. He also studies queer theory, specifically transgender theory, and he is interested in the strategies and challenges of theorizing and practicing various subjectivities through technology, particularly for marginalized groups.

**Julia Kiernan** teaches in the Rhetoric, Writing, and American Cultures Department at Michigan State University. As a Canadian citizen, living in a country with a unique bilingual and multilingual heritage, her research interests are embedded in issues of power, language, and immigration. At MSU her research is focused on the language practices of international and domestic students; namely, translingual and transcultural pedagogies. She is currently co-editing a collection on the topic of translingual and translocal pedagogies globally.

**John A. Kubler** is a Teaching Associate at California State University Northridge and has done graduate training in English, Speech Communication, Film Production, and Theatre Arts. He has teaching and professional work experience in the broad spectrum of language arts both inside and outside academia.

**Sharon Lim** is a Graduate Student at California State University, Northridge pursuing a Master's degree in English with an emphasis in Rhetoric and Composition. She also teaches first-year composition as a Teaching Associate in the English Department. Her research interests include online multimodal and collaborative writing practices and first-year composition pedagogy that is relevant, engaging, and student-centered. She is currently working on an article that conceptualizes internet memes as a network of rhetorical practices and demonstrates the exigence of teaching these practices to developing writers.

**Katie Manthey** is an assistant professor of English and director of the Writing Center at Salem College, in Winston-Salem, NC. Her research sits at the intersections of fat studies, dress studies, and cultural rhetorics. Her most recent project looks at how self-identified fat fashion bloggers make meaning through their dress practices in multimodal ways that are rhetorical, material, and embodied. She is the moderator of the website *Dress Profesh*, an online gallery of user submitted images that challenge notions of what it means to look "professional." Her personal website can be accessed here: [www.katiemanthey.com](http://www.katiemanthey.com)

**Sidneyeve Matrix** is an Associate Professor and Queen's National Scholar in the Department of Film and Media at Queen's University in Canada. She researches and teaches digital culture, communication, creativity and commerce.

**Annie S. Mendenhall** is Assistant Professor of English at Armstrong State University in Savannah, GA where she teaches courses in rhetoric, writing, and composition theory. Her research explores institutional histories, the discipline of composition, and writing pedagogy, and her work appears in *College English* and *Composition Studies*.

**Nicole Neitzke** recently received her Master's in English, along with a Professional Certificate in Teaching and Writing, at the California State University in Fullerton. She wants to engage freshmen entering college by using storytelling techniques developed from fairytales and mythology they were familiar with as children and help them critically think about how this might apply to pop culture genres of storytelling, such as comics. She is an avid reader of graphic novels and hopes to write her own some day in the near future.

**Lori Ostergaard** is an Associate Professor and the Chair of the Department of Writing and Rhetoric at Oakland University. Her research has appeared in *Rhetoric Review*, *Composition Forum*, *Journal of Teaching Writing*, and *Studies in the Humanities*. She teaches classes in digital culture, digital storytelling, writing studies, and peer tutoring.

**Tanya K. Rodrigue** is an assistant professor in the English department at Salem State University and coordinates the Writing Intensive Curriculum program. Her academic interests include writing pedagogy, writing across the curriculum, multimodal and digital reading and writing, and trauma rhetorics. Selected publications include: "Digital Reading: Genre Awareness as a Tool for Reading Comprehension" (forthcoming, *Pedagogy*); "Listening Across the Curriculum: What Disciplinary TAs Can Teach Us about TA Professional Development in the Teaching of Writing" (*Teaching/Writing: The Journal of Writing Teacher Education*); "PostSecret as Imagetext: The Reclamation of Traumatic Experiences and Identity" (*The Future of Text & Image*); "The (In)visible World of Teaching Assistants in the Disciplines: Preparing TAs to Teach Writing (*Across the Disciplines*); and "Writing from Sources, Writing from Sentences (co-authored with Rebecca Moore Howard and Tricia Serviss, *Writing and Pedagogy*) . Her most recent research is a qualitative study that explores students' digital reading practices.

**Sarah Summers** ([summers@rose-hulman.edu](mailto:summers@rose-hulman.edu)) is Assistant Professor of English at Rose-Hulman Institute of Technology in Terre Haute, IN. She teaches technical and professional communication, digital writing, visual rhetoric, and other humanities electives. Her research interests include peer writing support across the disciplines, multimodal writing as civic engagement, and histories of rhetorical education.

**Karriann Soto Vega** is a doctoral student in the Composition and Cultural Rhetoric Doctoral Program at Syracuse University whose research interests involve Puerto Rican rhetorics of nationalism, media literacy, sonic rhetorics and multimodality. Following transnational feminist frameworks, she is currently studying the life and activism of Puerto Rican nationalist, Lolita Lebrón, paying attention to representations of her rhetorics of defiance in decolonial struggles for sovereignty.

**Stephanie Vie** is an Associate Professor of Writing and Rhetoric at the University of Central Florida. Her research focuses on social media's impact on literate practices and the composition classroom. Her work has appeared in such journals as *First Monday*, *Computers and Composition*, *e-Learning*, and *Computers and Composition Online*, and her textbook *e-Identity* (Fountainhead Press, 2011) examines the impact of social media on twenty-first century literacies and has been adopted by over fifty composition programs nationally.