

Writing Analytics Conference 2019 Presenter Introductions

Featured Speaker 1:

María Elena Oliveri, Ph.D., is a Research Scientist at Educational Testing Service in the Academic to Career Center. She completed a Ph.D. and Masters' degrees in measurement, evaluation and research methodology and a Master's in Clinical School Counselling Psychology at the University of British Columbia. Dr. Oliveri's work portfolio includes significant contributions to fairness, validity, and innovative assessment design in support of learners from diverse cultural and linguistic backgrounds. She is currently the Associate Editor of International Journal of Testing and is co-editing a book titled, *Higher Education Assessment Practices*.

Session 1A:

Lisa Melonçon is an Associate Professor of Technical Communication in the Department of English at University of South Florida. Her primary research areas are the rhetoric of health and medicine and programmatic issues within the field of technical and professional communication (TPC). She currently edits a TPC book series, which is the only open-access venue in the field, and with Blake Scott, University of Central Florida, she founded and co-edits the journal, *Rhetoric of Health and Medicine*. She has held elected leadership positions with Council of Programs in Technical and Scientific Communication, and the Association of Teacher's of Technical Writing and appointed leadership position in ACM SIGDOC.

Lisa Rourke is Director of First-Year Writing and Lecturer in the University Writing Program at Brandeis University. Her scholarship has focused on using data to improve the Writing Program both academically and administratively. She is also working to make the Writing Program more inviting and accessible to first generation and low income students and has been involved in a number of other initiatives across the University to support this population.

Session 1B:

Allison Walker teaches at High Point University. Her research interests include narrative medicine, medical humanities, literary Darwinism, undergraduate research and creative works, service learning, scholarship of teaching and learning, and digital humanities. Her interest in the arts as an evolutionary adaptation led her to the emerging clinical field of narrative medicine. Walker founded HPU LifeLines, a program designed to unlock the inner poets of elder adults, particularly those suffering from Alzheimer's and dementia, by engaging in communal poetry writing to aid memory, reduce feelings of isolation and loneliness, increase immune system function, reduce chronic pain, and elevate overall physical and psychological wellbeing. The program has expanded into after school programs for at-risk kids in the High Point community.

Amy Stornaiuolo is Associate Professor of Literacy, Culture, and International Education at the University of Pennsylvania. Her research examines adolescents' multimodal composing practices, teachers' uses of digital technologies, and shifting relationships between authors and audiences in online, networked spaces. She taught first-year writing for over a decade in community colleges in Northern California and has master's degrees in Rhetoric and Composition (SF State) and English Literature (Mills College) and a PhD in Education from UC Berkeley.

Bethany Monea is a PhD student at the University of Pennsylvania Graduate School of Education in the Reading, Writing, and Literacy division. Her research interests include new media literacies, theories of materiality in literacy studies, digital pedagogies, and multimodal methodologies. She has taught first-year writing at North Carolina State University and at George Mason University, and she is currently researching the multimodal composing practices of adolescents at a public high school in Philadelphia. Her dissertation will focus on the transition between high school and college writing.

Session 2A:

Chet Breaux is the Writing Center Director at Athens State University. He earned his PhD in English with an emphasis in digital rhetorics from the University of Louisiana at Lafayette. His current resources include studying perceptions of writing centers held by administrators and first generation college students.

Susan Edele is the Director of the Writing Center at Lindenwood University. She earned her Master of Arts in English Composition from the University of Missouri – St. Louis, and she earned her Master of Fine Arts in Creative Writing from Lindenwood University. She teaches composition courses and creative writing courses. Susan has presented scholarly conference sessions on topics about writing strategies and academic support techniques.

Liz MacDonald is Dean of Library Services at Lindenwood University. She holds a Master's degree in World History from Southern Illinois University, Edwardsville and a Master's degree in Library and Information Science from the University of Missouri, Columbia. In her role as Dean, Ms. MacDonald has spent much of her tenure at Lindenwood University developing programming that focuses on student success through collaboration among student support service areas. This has culminated in a formalized initiative that focuses on linking research and writing skills in an online learning environment.

Session 2B:

Inas Mahfouz is Assistant Professor of English at The American University of Kuwait.

E. Jonathan Arnett is an Assistant Professor of Technical Communication at Kennesaw State University and is the Book Editor of Communication Design Quarterly (CDQ), the peer-reviewed research publication of the ACM Special Interest Group on the Design of Communication (SIGDOC). Dr. Arnett holds a doctorate in Technical Communication & Rhetoric from Texas Tech University, and he has worked at both Southern Polytechnic State University and Kennesaw State University. At KSU, he has taught classes in both the Professional Writing program and the Technical Communication program.

Featured Speaker 2:

Cary Moskovitz is the Director of Writing in the Disciplines in the Thompson Writing Program at Duke University. He holds the Ph.D. in aerospace engineering from North Carolina State University and Masters of Architecture from Virginia Tech. He served on the faculties of Virginia Tech, Westbrook College, and the University of New England, before joining the University Writing Program at Duke in 2001. His articles and essays related to the teaching of writing or text recycling have appeared in such publications as The Chronicle of Higher Education, Science, College Composition and Communication, Research Integrity and Peer Review, the Journal of College Science Teaching, and Advances in Engineering Education. His research interests include text recycling (“self-plagiarism”), student writing in the undergraduate science curriculum, and new approaches to providing feedback to student writing—including audio (spoken, recorded) feedback techniques and the Duke Reader Project.

Ian G. Anson an assistant professor in the Department of Political Science at University of Maryland Baltimore County. His research interests include the study of American voting behavior, public opinion, media and politics, inequality, quantitative methods, and the scholarship of teaching and learning. Much of his current research seeks to better understand and contextualize *partisan and class biases* in Americans’ economic voting behavior, using automated content analytical, observational, and experimental research designs. He is also currently engaged in research on electoral forecasts, elite cues, writing in undergraduate political science courses, and feedback to student writing.

Chris M. Anson is Distinguished University Professor and Director of the Campus Writing and Speaking Program at North Carolina State University. He has received or participated as a co-principal investigator in over \$2 million in grants and has published 16 books and over 120 journal articles and book chapters. Chris has served as Chair of the Conference on College Composition and Communication and as President of the Council of Writing Program Administrators, and has spoken widely across the US and in 31 other countries. His full c.v. is at www.ansonica.net.

Featured Speaker 3:

Susan Lang is Associate Professor of English and director of the Center for the Study and Teaching of Writing at The Ohio State University. Lang has extensive experience in teaching online and hybrid courses in technical communication (including courses in technical editing, usability, and web design) at both undergraduate and graduate levels. Her recent research includes work on hypertext theory, writing program administration, data and text mining, and technical editing. She has published in *Computers and Composition*, *College English*, *College Composition and Communication*, *Writing Program Administration*, *The WAC Journal*, *Journal of Technical Writing and Communication*, and *Technical Communication*. She and colleagues at Texas Tech also developed Raider Writer, program management software for large writing programs.

Session 3A:

Siân Alsop is Lecturer in Academic Writing at Coventry University. Her current research looks at the relationship between the linguistic character of written feedback and issues of disparity of attainment in HE, using a corpus linguistic approach. She was awarded a PhD by Coventry University for her work on the pragmatic annotation of the Engineering Lecture Corpus (ELC), and previously worked on the project to develop the British Academic Written English (BAWE) corpus.

Cara Marta Messina is a third-year doctoral candidate at Northeastern University's English Department focusing on Writing and Rhetoric. She works in the Writing Studies and New Media fields, particularly fan genres and publics. Her research interests include—but are not limited to—fan studies, critical digital pedagogy, intersectional feminism, #transformDH, and representations of counternormative narratives. She is the Coordinator for the NULab for Texts, Maps, and Networks at Northeastern; in this position, she helps co-lead the Digital Teaching Initiative, which is in its pilot stages working with Humanities and Social Science faculty who are interested in including digital tools and methods in their classroom.

Session 3B:

Kendra Andrews

Kendra Andrews is a specialist in the field of Composition and Rhetoric with a specific focus in critical digital pedagogy and 21st century writing programs. She is currently at NC State University in the Communication, Rhetoric, and Digital Media Program and will graduate in May this year with her dissertation, "Technologies, Pedagogies, and Ecologies: An Analysis of the Primary Ecological Factors of Faculty Attitudes and Technology Integration by First-Year Composition Faculty in North Carolina," which complicates the relationship between teacher attitudes, the mitigating factors determining those attitudes, and the teachers' uptake of digital technologies in the classroom.

Ashok Bhusal

Session 4A:

Lynn Foster-Johnson

Christiane K. Donahue is *Associate Professor of Linguistics and Director of the Institute for Writing and Rhetoric at Dartmouth College.*

Session 4B:

Michael Housholder is Associate Director of SAGES (Seminar Approach to General Education and Scholarship), which is the core General Education curriculum at Case Western Reserve University. His primary responsibilities are to teach SAGES seminars and to train and support SAGES faculty. His research interests include early American literature, bioethics and medical humanities, and writing assessment and pedagogy.

Martha Wilson Schaffer is Associate Director of Composition and an instructor in the English Department at Case Western Reserve University, where she teaches and provides support in courses on linguistics, grammar, and writing pedagogy. In addition to her work in the English Department, she coordinates the Foundational Writing Program and first-year writing placement for Case Western's SAGES Program (Seminar Approach to General Education and Scholarship). Her research interests include writing assessment, the growth and potentiality of novice writers, and the ways in which we use writing to interact as humans in the writing classroom and in our real lives.

Session 5A:

Sandra Jamieson is the Director of Writing Across the Curriculum at Drew University, where she oversees a course-embedded undergraduate Writing Fellows Program and teaches in the Writing and Communication Studies emphasis of the English major. Her courses include introduction to writing and communication studies, writing for social media, theories of authorship, nonfiction writing, community-based and off-campus programs, and first year writing. Recent publications include *Information Literacy: Research and Collaboration across Disciplines* (co-edited with Barbara D'Angelo, Barry Maid, & Janice R. Walker); and *Points of Departure: Rethinking Student Source Use and Writing Studies Research Methods* (co-edited

with Tricia Serviss). She is a principal investigator in the **Citation Project**—a collaborative, multi-site, data-based study of college students' use of research sources—and she and Rebecca Moore Howard are working on a book on source-based writing drawing from the first Citation Project study.

Janice Walker is Professor of Writing and Linguistics at Georgia Southern University. She teaches courses in writing—first-year composition, technical and professional writing, writing studies, and computers and writing. She also coordinates the Graduate Research Network at the annual Computers and Writing conference, and she co-hosts the Georgia International Conference on Information Literacy. She serves as Chair of the Georgia Southern University Institutional Review Board (IRB) and IRB Medical Board, and as Principal Investigator for the **LILAC Project**, a multi-institutional study of student information-seeking behaviors. Recent publications include *Information Literacy: Research and Collaboration across Disciplines* (co-edited with Barbara D'Angelo, Sandra Jamieson, & Barry Maid) and multiple books, book chapters and articles on information literacy, intellectual property, source citation, tenure-and-promotion issues, and writing and research.

Session 5B:

Laura Palmer is an Associate Professor and Chair of the Department of Technical Communication and Interactive Design (TCID) on the Marietta Campus of Kennesaw State University. Her work has appeared in *Technical Communication*, *IEEE Transactions on Professional Communication*, and in several edited book collections. In her research, Laura explores topics with a shared relevance for both practitioners and academics. Currently, her work focuses on re-envisioning the technical editing class, roles for technical communicators in SEO and analytics, and the emerging use of blockchain for search marketing.

Featured Speaker 4:

Mike Palmquist is Associate Provost, Professor of English, and University Distinguished Teaching Scholar at Colorado State University, where he supports university-wide efforts to enhance learning and teaching in face-to-face, blended, and distance courses. 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 journals including *College English*, *College Composition and Communication*, *ADE Bulletin*, *Computers and Composition*, *Written Communication*, *Writing Program Administration*, and *Kairos*. Since 1992, he has coordinated the development of Writing@CSU and its Web-based learning environment, the Writing Studio. He is also founding editor of the WAC Clearinghouse. Palmquist is the author of *In Conversation, Joining the Conversation: Writing in College and Beyond*, and *The Bedford Researcher*. Palmquist served as chair of the National Council of Teachers of English College Section Steering Committee and as a member of the NCTE Executive Committee. In 2004, he was the recipient of the Charles Moran Award for Distinguished Contributions to the Field, awarded by *Computers and Composition*. In 2006, he

was presented with the Outstanding Technology Innovator by the CCCC Committee on Computers in Composition and Communication.

Session: Looking forward

Scott Lloyd DeWitt is Associate Professor of English in the Rhetoric, Composition, and Literacy program at The Ohio State University. An OSU Alumni Association Distinguished Teaching Award recipient for his pioneering teaching approaches with technology, DeWitt has served as the director of The Digital Media Project, the English Department's digital media production and teaching studio, and as the director of the Digital Media and Composition Institute, a residential conference that encourages innovative rhetorically-based approaches to composing that students and faculty can use as they employ digital media in support of their own educational and professional goals. He is the author of *Writing Inventions: Identities, Technologies, Pedagogies*, which was awarded the "Computers and Composition Distinguished Book Award" in 2003. He is the editor of a scholarly collection of curated exhibits (with H. Louis Ulman and Cynthia Selfe), *Stories That Speak To Us: Exhibits from the Digital Archive of Literacy Narratives* and is currently working on an analytics project with Susan Lang that examines a corpus of 5000+ student peer reviews from Ohio State's first-year writing program. He is also co-developer of *The Writers Exchange*, an online peer review application.