

BIOGRAPHICAL NOTES

Timothy R. Amidon is a Ph.D. student and teaching assistant in the English and Writing Departments at the University of Rhode Island, where he teaches first-year composition, the short story, and writing in electronic environments. His research interests focus on the rhetorical intersections between writing technologies and institutional/public policy, with specific emphasis on the interrelationships between literacy, invention, delivery, and ownership. He currently serves as Secretary for the Graduate Assistants United (URI Graduate Student Chapter of the AAUP) and as captain for an engine company in a local volunteer fire department.

Brian D. Ballentine, prior to completing his Ph.D. at Case Western Reserve University, was a senior software engineer for Philips Medical Systems designing user-interfaces for web-based radiology applications and specializing in human-computer interaction. Ballentine has published in *Computers and Composition Online*, *IEEE Transactions on Professional Communication*, *Across the Disciplines*, and several edited collections dedicated to issues surrounding technology and writing. Ballentine is currently an assistant professor and coordinator for the Professional Writing and Editing program at West Virginia University.

Barclay Barrios is an assistant professor and the Director of Writing Programs at Florida Atlantic University. His work focuses on writing program administration, queer composition, digital media, pedagogy, and computers and composition. He has published in *Computers and Composition* and *WPA: Writing Program Administration*, and is the author of the composition reader *Emerging: Contemporary Readings for Writers* (Bedford/St. Martin's, 2010).

Danielle Nicole DeVoss is a professor of Professional Writing at Michigan State University. Her research interests include digital-visual rhetorics and intellectual property issues in digital space. DeVoss 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. DeVoss also co-edited (with Heidi McKee and Dickie

Self) Technological Ecologies and Sustainability, the first title to be published by Computers and Composition Digital Press, the only digital press with a university press imprint. In November 2010, she published—with Elyse Eidman-Aadahl and Troy Hicks—a National Writing Project book, titled *Because Digital Writing Matters* (Jossey-Bass).

Katie Donnelly is the Associate Director of the Tookany Tacony-Frankford Watershed Partnership. She holds a Master's Degree in Broadcasting, Telecommunications and Mass Media from Temple University. As a Research Associate at the Media Education Lab, she helped develop the Code of Best Practices in Fair Use for Media Literacy Education.

Rob Dornisfe is an associate professor of English at Creighton University, where he teaches composition, including multimedia theory and practice, popular culture, film, rhetorical theory, and other courses. Rob has published in *Kairos*, *Computers and Composition Online*, the *Journal of Advanced Composition*, *Radical Pedagogy*, and other journals. He provided “Computer Connection” text for Harcourt’s *Rinehart Guide to Grammar and Usage* (1993), and contributed a chapter to the NCTE book *Administrative Problem-Solving for Writing Programs and Writing Centers* (1999). At Creighton, Rob was awarded the Reloy Garcia Award for Excellence in Teaching in English, and received the Creighton College of Arts and Sciences Award for Professional Excellence in Full Time Teaching. He also received Creighton University’s highest teaching honor, the Robert F. Kennedy Student Award for Excellence in Teaching.

Jeffrey R. Galin is an assistant professor of English at Florida Atlantic University and Director of the University Center for Excellence in Writing. He co-edited *The Dialogic Classroom: Teachers Integrating Computer Technology, Pedagogy, and Research* (NCTE, 1998) and *Teaching/Writing in the Late Age of Print* (Hampton Press, 2003). He has also published articles in *College Composition and Communication*, *Computers and Composition*, and *Kairos*. His current research interests include the history of educational reform, literacy studies, intellectual property, and the impact of computers on teaching and academic policies. He teaches courses in undergraduate and graduate composition, intellectual property, literacy theory, and literary productions.

Kathie Gossett is an assistant professor of digital humanities in the English department at Iowa State University. She has published in *Kairos: A Journal of Rhetoric, Technology, and Pedagogy* and in *Reading (and Writing) New Media* (Hampton Press, 2010). Her research interests include intellectual property, open source design, new media theory & practice, user experience design and medieval rhetoric. Kathie was a member of the NEH/CHNM-sponsored team who developed

the *Anthologize* plug-in for the WordPress platform and is the project manager for the NEH-sponsored Kairos/OJS plug-in project. She received the 2008 *Computers and Composition* Michelle Kendrick Outstanding Digital Production/Scholarship Award and the 2009 Teaching with Technology University Teaching Award at Old Dominion University.

E. Ashley Hall is a teaching fellow and Assistant Director of the Studio for Instructional Technology in English Studies (SITES Lab) at the University of North Carolina at Chapel Hill. As a primary investigator for a 2009–2010 grant, she helped launch the *PIT Journal*, an open-source, online, peer-reviewed publishing platform designed to transform teaching and learning by promoting and publishing undergraduate scholarship. Hall serves as a senior editor and site administrator for the journal, and teaches an experimental first-year writing course, which she designed for her students to participate as authors/submitters, peer readers/reviewers, and peer-source publishers. She received a 2009–2010 Erika Lindemann Award for Excellence in Teaching. She is a co-author of a chapter about PIT in the collection *Designing Web-based Applications for 21st Century Classrooms*.

TyAnna K. Herrington is an associate professor in the Georgia Institute of Technology's School of Literature, Communication, and Culture. She is the author of three books: *Intellectual Property on Campus: Students' Rights and Responsibilities* (Southern Illinois University Press, 2010); *Controlling Voices: Intellectual Property, Humanistic Studies and the Internet* (Southern Illinois University Press, 2001); and *A Legal Primer for Technical Communicators* (Allyn and Bacon, 2003). Herrington, who holds both J.D. and Ph.D. degrees, was awarded a Fulbright professorship in 1999, which led to her development of the Global Classroom Project.

Renee Hobbs is a professor at the School of Communications and Theater at Temple University in Philadelphia, where she founded the Media Education Lab. She is the author of *Copyright Clarity: How Fair Use Supports Digital Learning* (Corwin/Sage, 2010) and *Reading the Media: Media Literacy in High School English* (Teachers College Press, 2007). She is co-editor of the *Journal of Media Literacy Education*, an open-access, peer-reviewed journal. She has worked for over 20 years with school districts all across the U.S. to support teacher learning in media literacy education and has developed numerous multimedia curriculum materials to help students build critical thinking and communication skills in relation to mass media, popular culture, and digital media.

Tharon Howard is a professor of English at Clemson University, where he teaches seminars in digital rhetorics, visual communication, 21st-century digital publishing,

usability testing and user-experience design, and technical writing. His most recent text is *Design to Thrive: Creating Social Networks and Online Communities that Last* (Morgan Kaufmann, 2010). He has also published *Electronic Networks: Crossing Boundaries, Creating Communities* (Heinemann, 1999) and *Visual Communication: A Writers Guide* (Longman, 2001, 2nd ed.). His often-anthologized work, “Who ‘Owns’ Electronic Texts” first appeared in *Electronic Literacies in the Workplace* (NCTE, 1996).

Leslie Johnson-Farris is a professor at Lansing Community College, where she teaches writing and children’s literature and serves as the Composition II Assessment Coordinator.

John Logie is an associate professor in Writing Studies at the University of Minnesota. Logie published *Peers, Pirates, and Persuasion* (Parlor Press, 2006), focused on the role of rhetoric in the debates over peer-to-peer technologies. His research explores the Internet, intellectual property laws, and the conflicts that arise with changes in communicative technologies. His current book project, *Copyright Control: A Tragedy in Five Acts*, examines the rhetorical strategies at the heart of five recent amendments to U.S. copyright law. Logie’s publications have appeared in *Rhetoric Society Quarterly*, *Rhetoric Review*, and *First Monday*.

Rebecca Moore Howard is a professor of Writing and Rhetoric at Syracuse University. Moore Howard has published dozens of chapters and articles, including pieces in *Composition Studies*, *Computers and Compositions*, *Writing Center Journal*, and *College English*. She co-edited *Pluralizing Plagiarism: Identities, Contexts, Pedagogies* (Heinemann Boynton/Cook, 2008); *Authorship in Composition Studies* (Wadsworth, 2006); and *Coming of Age: The Advanced Writing Curriculum* (Heinemann Boynton/Cook, 2000). Most recently, she published two textbooks—*Research Matters: A Guide to Research Writing*, and *Writing Matters: A Handbook for Writing and Research* (both with McGraw-Hill, 2010).

Nicole Nguyen is a second-year law student at DePaul University College of Law, where she is pursuing a certificate in intellectual property. Nicole is a staff writer for the *Journal of Art, Technology, and Intellectual Property*, and is secretary of the Intellectual Property Law Society.

Jim Porter is a professor at Miami University of Ohio in the Department of English and at the Armstrong Institute for Interactive Media Studies, and is Director of College Composition. Porter’s recent publications include articles in *Computers and*

Composition and College Composition and Communication. Porter co-authored *The Ethics of Internet Research: A Rhetorical, Case-Based Process* (Peter Lang, 2009).

Clancy Ratliff is an assistant professor of English and Director of First-Year Writing at the University of Louisiana at Lafayette. Ratliff has recently published pieces in *Women's Studies Quarterly*; *Composition, Copyright, & Intellectual Property Law* (SUNY Press, 2009); and *Computers and Composition Online*. She is the co-editor of *Into the Blogosphere: Rhetoric, Community, and Culture of Weblogs* (2004), the first collection of scholarly essays about blogging. For the last four years, she has been editor of the *CCCC Intellectual Property Annual*.

Jessica Reyman is an assistant professor of rhetoric and professional writing in the Department of English at Northern Illinois University. Her essays on authorship, copyright, and intellectual property law have appeared in *College Composition and Communication*, *Technical Communication*, and in several edited collections. She is the author of *The Rhetoric of Intellectual Property: Copyright Law and the Regulation of Digital Culture* (Routledge, 2010).

Jim Ridolfo is an assistant professor of Composition and Rhetoric in the Department of English at the University of Cincinnati. His scholarship examines the intersection of practice, rhetorical theory, and the digital humanities. His work has recently appeared in *Kairos*, the *Journal of Community Literacy, Pedagogy, Ariadne, Enculturation*, and the *Journal of Advanced Composition*.

Martine Courant Rife, J.D., Ph.D., is a professor of writing at Lansing Community College, where she teaches courses in digital authorship, technical and business writing, and first-year composition. She serves as Senior Chair of the CCCC-IP Caucus and is a CCCC-IP Committee member. Her work has appeared in *Technical Communication*, *Computers and Composition*, *Kairos*, *Teaching English in Two-Year Colleges*, *Technical Communication Quarterly*, and the *Journal of Business and Technical Communication*. She has pieces forthcoming in *IEEE Transactions on Professional Communication* and *E-Learning*. Martine received the 2007 Frank R. Smith Outstanding Journal Article Award for "Technical Communicators and Digital Writing Risk Assessment."

Shaun Slattery is a strategy consultant for a social software company and has been a faculty member at DePaul University and the University of South Florida Polytechnic, where he taught technical and professional writing and new media. His research on digital writing practices has been published in *Technical Communication*

Quarterly; Technical Communication; Rhetorically Rethinking Usability: Theories, Practices, and Methodologies (Hampton Press, 2009); and *Digital Writing Research: Technologies, Methodologies, and Ethical Issues* (Hampton Press, 2007).

Janice R. Walker is a professor of Writing and Linguistics at Georgia Southern University. She has published articles and books on issues of copyright, online research, documentation, and technology. Recipient of the 2008 CCCC Committee on Computers in Composition and Communication Technology Innovator Award, she is also the founder and coordinator of the Graduate Research Network at the annual Computers and Writing conference, and co-coordinator for the Georgia Conference on Information Literacy hosted by Georgia Southern University.

Steve Westbrook is an associate professor of English at California State University–Fullerton, where he teaches courses in composition, creative writing, and cultural studies. He is editor of *Composition & Copyright: Perspectives on Teaching, Text-making, and Fair Use* (SUNY Press, 2009). His articles on intellectual property and multimedia composition have appeared in a number of journals, including *College English*.

Bob Whipple is professor of English and chair of the department of English at Creighton University, where he teaches courses in writing and in technology and literacy. He has published books on Socratic method and American author John P. Marquand, and essays on the multimediated writing process, predicting technological change and teaching with wikis.

Russel Wiebe taught English most recently at Felician College. His areas of interest included—but were not limited—to digital theory and literary theory. Among the pioneers in digital composition theory, Wiebe published in *Kairos*, *Computers and Composition Online*, the *Journal of Advanced Composition*, and many other outlets. Wiebe was a regular presenter at the Computers and Writing conference. Wiebe passed away unexpectedly in 2009.

Elizabeth J. Vincelette is a lecturer at Old Dominion University, teaching courses in composition and American literature. She received the 2010 award for Outstanding Classroom Instructor from Old Dominion University for teaching undergraduate English courses in American literature and composition. She has published in *NeoAmericanist* and *The Edgar Allan Poe Review*.