

ACADEMIC APPOINTMENT

Associate Professor in Rhetoric and Composition, Ball State University - Muncie, IN,
Fall 2021–Present

Assistant Professor in Rhetoric and Composition, Ball State University - Muncie, IN,
Fall 2014–Spring 2021

EDUCATION

Ph.D. English: Rhetoric and Composition, Florida State University - Tallahassee, FL,
2014

Areas of Expertise: Digital Rhetoric and Multimodality; Digital Literacies;
Undergraduate Major Programs in Writing and Rhetoric; Digital Studios and
Multiliteracy Centers; Composition Pedagogy, Theory, and History; Rhetorical
Theory and History

Dissertation: “Now with More Modes?: The Curricular Design and
Implementation of Multimodality in Undergraduate Majors in
Writing/Rhetoric”

Dissertation Committee: Kathleen Blake Yancey (chair), Michael Neal, Kristie
Fleckenstein, and Andy Opel

M.A. English: Rhetoric and Composition, Florida State University - Tallahassee, FL,
2009

B.A. Rhetoric and Composition, University of Wisconsin-La Crosse - La Crosse, WI,
2007

PUBLICATIONS

“Ways of Knowing and Doing Hope in Digital Rhetoric” with Stephen McElroy and
Matt Davis (in process)

“Addressing the Situation: Diversity, Technology, and Advocacy in CCCC Chair’s
Addresses” (in process)

“Owning the Cons: The Rise of Dark Brandon in the Wake of Cult-45” (in process)

- "Ways of Knowing and Doing in Digital Rhetoric: Digital Rhetoric & Post-Truth Politics" (with Stephen McElroy and Matt Davis). *enculturation: a journal of rhetoric, writing, and culture*, vol. 33, March 2022. <https://www.enculturation.net/ways_of_knowing_and_doing>.
- "Making the Case: Implementing Multimodality in Undergraduate Major Programs in Writing and Rhetoric." *Writing Changes: Alphabetic Text and Multimodal Composition*, edited by Pegeen Reichert Powell, MLA, 2020, pp. 253-270.
- "Ways of Knowing and Doing in Digital Rhetoric: Pedagogy" (with Stephen McElroy and Matt Davis). *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, vol. 24, no. 2, 2020. <<http://kairos.technorhetoric.net/24.2/interviews/mcelroy-et-al/index.html>>.
- "The FSU Digital Symposium: Origins, Revisions, and Reflections" (with Jacob Craig and David Bedsole). *Computers and Composition Online*, April 2018. <<http://cconlinejournal.org/digisymposium/>>.
- "Surveying the Available Modes of Persuasion." *Designing and Implementing Multimodal Curricula and Programs*, edited by J.C. Lee and Santosh Khadka, Routledge, 2018, pp. 89-110.
- "Ways of Knowing and Doing in Digital Rhetoric: A Primer" (with Matt Davis and Stephen McElroy). *enculturation: a journal of rhetoric, writing, and culture*, vol. 23, Nov. 2016. <<http://enculturation.net/ways-of-knowing-and-doing-in-digital-rhetoric>>.
- "A Space Defined: Four Years in the Life of the FSU Digital Studios" (with Stephen McElroy et al.). *Sustainable Learning Spaces*, edited by Russell Carpenter et al., Computers and Composition Digital Press, 2015. <<http://ccdigitalpress.org/sustainable/s1/fsu/index.html>>.
- "Reflection, ePortfolios, and WEPO: A Reflective Account of New Practices in a New Curriculum" (with Kathleen Blake Yancey, Leigh Graziano, and Jennifer O'Malley). *Using Reflection and Metacognition to Improve Student Learning*, edited by Matthew Kaplan et al., Stylus, 2013, pp. 175-202.
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TEACHING EXPERIENCE

Assistant/Associate Professor: The Department of English, Ball State University, Fall 2014–Present

ENG 699: Contemporary Theories of Composition (fall 2021, spring 2021, fall 2018, spring 2017, spring 2015)

This graduate course covers past and current theories in the field of Composition, exploring the way those theories shape the work and identity of the field as a whole and the teaching of writing in particular. To begin, students analyze and discuss watershed moments and different paradigms that together form a master narrative for the field. Next, students challenge

this master narrative by considering what and who has been elided, how, and why, and to conclude, they consider current and future directions for the field.

ENG 692: Writing Technologies (spring 2020, fall 2016)

This graduate course examines writing technologies historically and, in the process, focuses specifically on issues of materiality, production, literacy, access, subjectivity, circulation, pedagogy, and disciplinarity. In particular, the course explores (1) the evolution and intersections of writing technologies; (2) the personal, social, participatory, and political implications of not only writing technologies but also contemporary digital literacy practices; and (3) the disciplinary consequences of writing technologies generally and the emergence of the subfield of Digital Rhetoric specifically.

ENG 690: Feminist Rhetorics and the Digital (summer 2020)

This graduate course surveys foundational texts in feminism's interdisciplinary history and, in so doing, attends to the ways such texts inform and shape feminist rhetorical activity in the field of Rhetoric and Composition. In addition to familiarizing themselves with feminism's history, students think with and through current technofeminist rhetorical perspectives and practices in order to critically examine and grapple with contemporary issues of digital ethics and gender, including (but not limited to) the #metoo movement, digital toxic masculinity, TERF rhetorics, and reproductive justice advocacy.

ENG 605: Teaching in English Studies (spring 2023, spring 2022, spring 2018)

This graduate course is designed to help current and future teachers of Composition understand better and implement effectively informed ways of knowing and doing in the teaching of writing. To that end, students not only explore different theoretical movements in Composition but also use them as a lens to examine, reflect on, and refine their own pedagogical practices.

ENG 604: Teaching with Technology (fall 2021, fall 2017, fall 2015)

This graduate course proceeds from the idea that our notions of literacy and our pedagogical practices must account for and reflect changes in our writing technologies. To help students understand better and teach effectively with technologies, both old and new, this courses (1) surveys the development of writing technologies historically and the implications this has culturally, cognitively, subjectively, ideologically, and educationally, and (2) explores ways to teach and to assess multimodal and digital texts.

ENG 603: Digital Rhetoric - Independent Study (summer 2022, summer 2019, summer 2018)

This graduate level independent study on Digital Rhetoric introduces students to the emerging subfield and asks them to consider its genesis through the lens of continuation/rupture. Students also explore the subfield of Digital Rhetoric through the themes of subjectivity, social media, and disinformation.

ENG 603: Alt-Right Rhetorics – Independent Study (summer 2021)

This graduate level independent study critically examines the rhetorical strategies used and the texts created by various groups that undergird and comprise the Alt-Right. In so doing, students explore the origins of the Alt-

Right and the complex rhetorical relationships the Alt-Right has forged with white supremacist and white nationalist ideologies. In studying Alt-Right rhetoric, students analyze how such rhetoric operates insidiously and multimodally and formulate productive ways to address Alt-Right rhetoric in the writing and rhetoric classroom.

ENG 702: Directed Study for Comprehensive Exams (fall 2016–Present)

This graduate course prepares students to pass their comprehensive exams successfully. Students develop their exam list; read, write about, and discuss scholarship on their lists; consider critically scholarly points of consensus and departure; and write practice exam questions.

ENG 231: Professional Writing (spring 2016)

This undergraduate course focuses on, and works to help students navigate effectively, professional rhetorical situations. To that end, students learn what it means to write for and with others, how to design and create content for complex environments, and how to analyze as well as write in select print and digital genres that constitute the professional sphere. Throughout, students learn how professional genres serve specific purposes, address and fulfill audience expectations, communicate information both alphabetically and visually, and function as social responses to rhetorical situations common to the workplace.

ENG 213: Digital Literacies (fall 2014–Present)

This undergraduate course (1) asks students not only to challenge the traditional understanding of literacy as the ability to read and write but also to identify and practice emerging digital literacies; (2) introduces students to a brief history and some select theories of media; and (3) helps students define, recognize, and understand the motivations behind disinformation and fake news. Overall, the course pushes students to explore and grapple with the social, political, economic, educational, and ethical implications of digital literacies.

ENG 210: Intro to Rhetoric and Writing (fall 2014–fall 2019)

This undergraduate course acts as an introduction to the field of Rhetoric and Composition as a whole and the Rhetoric and Writing major in particular. To that end, students examine both parts of the field: Rhetoric *and* Composition. They (1) explore the relationship between epistemology and rhetoric during Ancient Greece; (2) engage with, think about, and apply 20th Century postmodern theories and texts in the rhetorical tradition; and (3) read about, analyze, and employ threshold concepts in Writing Studies.

ENG 104: Composing Research (spring 2021)

This first-year course is designed to help students both understand and conduct research. Students start by learning about social construction theory and then apply it by examining how texts socially construct gendered, racial, and class identities/issues. In exploring the ways identity and social justice relate to and impact composing research, students formulate their own research questions and enact them through various genres of research, including autoethnographies, research proposals, (multimodal) annotated bibliographies, and formal research essays.

ENG 103: Rhetoric and Writing (summer 2022, summer 2021, fall 2020)

This first-year course introduces students not only to foundational concepts of rhetoric but also to threshold concepts of writing. In addition, students pay critical attention to technology and the ways it impacts and underpins multimodal composing. Students also use feminism and antiracism as lenses to explore how identity and social justice intersect with rhetoric and writing.

Instructor (TA): The Department of English, Florida State University, Fall 2007–Spring 2014

ENC 3416: Writing and Editing in Print and Online (WEPO)

This undergraduate course (1) introduces students to principles of composing and rhetoric; (2) asks students to compose in three different spaces—print, digital, and network; (3) helps students to edit and revise appropriately the texts created in each space; and (4) teaches students about the relationship between old and new technologies and the way these technologies inform the composing and circulation of texts.

ENC 3021: Rhetoric

This undergraduate survey course provides students with a foundation in rhetorical history by introducing them to (1) prominent rhetoricians and their key theories and concepts, (2) different epistemologies that underpin the conception and employment of rhetoric at various time periods, and (3) frameworks useful for the production and analysis of texts.

ENC 1102: First-Year Composition and Research

Building upon the rhetorical foundation established in ENC 1101, this first-year course focuses primarily on the practice of research. Students compose research projects in print and repurpose such projects for another medium; during this process, they grapple with questions such as what constitutes good research, why research is important, and how one locates, vets, and cites appropriate sources.

ENC 1101: First-Year Composition

This first-year course introduces students to central theories and concepts in Rhetoric and Composition—such as rhetorical situation, genre, epistemology, audience, remediation, and multimodality—that they draw from and utilize in the composing of their own texts. During the course, students write in different genres, participate in multiple workshops, and come to see good writing as that which responds appropriately to the given rhetorical situation.

Tutor: Writing Center, The Department of English, Florida State University, Summer 2009

As a tutor in the Writing Center, I assisted students with writing concerns during consultations lasting thirty minutes to an hour. The composing needs and goals of the student shape each consultation, which included (but were not limited to) addressing higher-order concerns such as formulating an organizational scheme and/or addressing lower-order concerns such as punctuation.

Tutor: Digital Studio, The Department of English, Florida State University, Summer 2009

As a tutor in the Digital Studio, I assisted students with the composing of digital and multimodal texts. The length of students' visits and the type of projects they worked on varied, but common practices included introducing students to rhetorical strategies common to digital and multimodal texts; helping students pick a genre, medium, and/or platform appropriate for their rhetorical objective and audience; teaching students how to navigate and utilize a particular composing tools; and providing students feedback on works in progress.

AWARDS

Fred L. Stanley Award for Most Effective Teacher in First-Year Composition (FYC) for the 2009-2010 academic year.

ADMINISTRATIVE EXPERIENCE

Director of the Digital Writing Studio: The Department of English, Ball State University, Spring 2017–Summer 2018

In the spring of 2017, I spearheaded the launch of the Digital Writing Studio, a tutoring and work space for students and faculty where they (1) have access to and can learn how to use digital technologies and (2) can receive assistance creating effective digital projects. As Director of the Studio, I staffed, scheduled, trained, observed, and evaluated tutors; promoted the Studio and its services; and developed online resources. I also created, solicited submissions for, hosted, and designed the online archive for the first two iterations of the now annual Digital Writing Symposium, which functions as a showcase and celebration of student-created digital texts.

Associate Director of Online Tutoring in the Writing Center: The Department of English, Ball State University, Spring 2016–Summer 2018

In this administrative role, I (1) trained, mentored, observed, and evaluated online tutors; (2) collaborated with, promoted, and offered services for the Distance Education Program, such as webinars; (3) oversaw the Writing Center's social media accounts, which include Facebook, Twitter, Instagram, and WordPress; and (4) helped develop online videos promoting and explaining the logistics of the Writing Center.

Director of the Williams Digital Studio: The Department of English, Florida State University, Fall 2009–Summer 2011

Assistant Director of the Johnston Digital Studio: The Learning Commons, Florida State University, Fall 2011–Spring 2012

As the Director and Assistant Director of the Digital Studios, I staffed, scheduled, and trained returning and new tutors; initiated a monthly workshop series on digital technologies; created and maintained the Studio website; developed online resources; collected demographic and session data; advertised and promoted the Studio's services across campus; and collaborated with the director of the Writing Center to organize and conduct bi-weekly professional development staff meetings for tutors in both the Writing Center and the Digital Studio. In the Spring of 2010, I also launched the Traveling Tutor program, through which tutors visit classrooms (1) to give programmatic tutorials and/or presentations keyed to digital composing strategies, (2) to offer advice and answer questions during revising workshops, and/or (3) to provide feedback on student drafts.

CONFERENCE PARTICIPATION

Presentations

"Ways of Knowing and Doing (Hope) in Digital Rhetoric." Conference on College Composition and Communication. Chicago, IL: February 2023. (accepted)

"Ways of Knowing and Doing in Digital Rhetoric 2.0: Commonplaces and Points of Departure in a Post-Truth Era." Conference on College Composition and Communication. Milwaukee, WI: March 2020. (accepted, conference cancelled from Covid-19 pandemic)

"It Reeks like a Boy's Locker Room: Twitter's Digital Aphorisms and Toxic Masculinity." Computers and Writing. Fairfax, VA: May 2018.

"The Teaching of Digital Rhetoric and the Cultivation of an Emerging (Sub)Field." Conference on College Composition and Communication. Portland, OR: March 2017.

"Ways of Knowing and Doing in Digital Rhetoric: Pedagogy Edition." Computers and Writing. Rochester, NY: May 2016.

"Why am I Getting Downvoted?: The Yakarma of Rhetorical Failure." Conference on College Composition and Communication. Houston, TX: April 2016.

"Wrestling with Audience: Fans Hit the Mark as the YES! Movement Flips the Script." Computers and Writing. Menominee, WI: May 2015.

"The Available Modes of Persuasion: Case Studies of the Curricular Design and Implementation of Multimodality in Undergraduate Major Programs in Writing and Rhetoric." Conference on College Composition and Communication. Tampa Bay, FL: March 2015.

"New Modes: How Writing Majors Implement Multimodal Curricula." Conference on College Composition and Communication. Indianapolis, IN: March 2014.

"Now with More Modes?: A Survey on Multimodal Curricula in Undergraduate Majors." Computers and Writing. Frostburg, MD: June 2013.

"Student Production of Digital Media: Notes from a Major Track in Editing, Writing, and Media." Computers and Writing. Ann Arbor, MI: May 2011.

"'We Don't Do That Here': Pushing the (Digital) Boundaries of What We 'Do' in Writing Center Spaces." Conference on College Composition and Communication. Atlanta, GA: April 2011.

"So We, like, Tweet Where?": The Use of Twitter in the Composition Classroom." Computers and Writing. West Lafayette, IN: May 2010.

"Addressing the Situation: An Analysis of the last 12 CCCC Chairs' Addresses." Conference on College Composition and Communication. Louisville, KY: March 2010.

"Running with the (Technology) Times: Journaling 2.0 in the W2L and WAC Movements." Conference on College Composition and Communication. San Francisco, CA: March 2009.

Digital Pedagogy Poster Session

"When the Old Begets the New: Student-Created Remixes and Remediations." Conference on College Composition and Communication. Las Vegas, NV: March 2013.

"Professionalization through Digitization." Conference on College Composition and Communication. St. Louis, MO: March 2012.

Workshop

"Wix and Composition." Computers and Writing. Raleigh, NC: May 2012.

INVITED TALKS

Presentations

"Ways of Knowing and Doing in Digital Rhetoric." Department of English, Ball State University. November 2015.

Webinars

“Why College Writing is Hard: Insights and Tips for Demystifying Academic Writing” (with Kelsie Walker and Morgan Gross). Online and Distance Education, Ball State University. February 26, 2018.

“Doing and Using Research” (with Kelsie Walker and Morgan Gross). Online and Distance Education, Ball State University. September 20, 2017.

“[Writing as a Process](#)” (with Kelsie Walker and Bethany Stayer). Online and Distance Education, Ball State University. September 30, 2016.

“[Writing as Problem Solving: Deciphering, Inventing, and Organizing](#)” (with Elisabeth Buck and Katherine Greene). Online and Distance Education, Ball State University. February 16, 2016.

THESIS AND DISSERTATION COMMITTEES

Dissertation Chair

- Keith Jackson. PhD student in Rhetoric and Composition. Degree in Progress.
- Abigail Barker. PhD student in Rhetoric and Composition. Degree in Progress.
- Sara Strasser. PhD student in Rhetoric and Composition. Degree Completed in Summer 2022.

Dissertation Committee Member

- Zach Dwyer. PhD student in Rhetoric and Composition. Degree in Progress.
- Katherine Greene. PhD student in Rhetoric and Composition. Degree Completed in Summer 2019.
- Cara Miller. PhD student in Rhetoric and Composition. Degree Completed in Summer 2019.
- Morgan Gross. PhD student in Rhetoric and Composition. Degree Completed in Spring 2018.
- Mary McGinnis. PhD student in Rhetoric and Composition. Degree Completed in Spring 2018.
- Ritassida Djiguimde. PhD student in Linguistics. Degree Completed in Spring 2018.
- Elisabeth Buck. PhD student in Rhetoric and Composition. Degree Completed in Spring 2016.

MA Thesis/Project Director

- Caitlyn Laughner. MA student in Rhetoric and Composition. Degree Completed in Spring 2019.
- Joel Bergholtz. MA student in Rhetoric and Composition. Degree Completed in Spring 2017.

SERVICE

English Department Salary Committee: The Department of English, Ball State University, Fall 2015–Spring 2016 | Spring 2023 (Committee Chair)

The Salary Committee evaluates English Department faculty members' salary document—which includes an overview of their roles, performance, and progress as it relates to research, teaching, and service—to determine if they meet the standards and criteria that warrant institutional raises. When need be, the committee also revisits and revises the salary document and its criteria.

Rhetoric and Composition Area Committee, Chair: The Department of English, Ball State University, Fall 2016–Summer 2018 | Spring 2021–Summer 2022

As the chair of the Rhetoric and Composition Area, I oversaw and proposed current and future directions for the area, including curricular development; scheduled and planned area meetings; organized the area schedule for the minor, major, and graduate programs; and attended departmental area chair and Executive Committee meetings.

Cory Speaker Series, Organizer: The Department of English, Ball State University, Fall 2021

The Cory Speaker Series is an annual event hosted by the English Department that brings celebrated authors and public intellectuals to campus to discuss and engage with that year's selected theme. For the 2021-22 academic year, I proposed the theme of counterstory and critical race theory, developed and organized the events comprising the series, invited Dr. Aja Martinez to campus for a keynote presentation and workshop, and designed and disseminated promotional materials.

Curricular Development, Major in Professional Writing: The Department of English, Ball State University, Fall 2019–Spring 2021

I collaborated with fellow colleagues in the Rhetoric and Composition area to spearhead curricular revisions, transforming the prior major in Rhetoric and Writing into a major in Professional Writing keyed to digital composing and social justice.

Writing Program Committee: The Department of English, Ball State University, Fall 2014–Spring 2015 | Fall 2020–Present

As a member of The Writing Program Committee, I helped develop and refine curricular goals and outcomes; review and select textbooks appropriate for ENG 103 and 104; and attend to other curricular and programmatic issues associated with the Writing Program.

English Department Assessment Committee: The Department of English, Ball State University, Fall 2020–Spring 2022

The Assessment Committee evaluates the courses that constitute the five areas comprising English Department: Literature, Creative Writing, Linguistics, English Education, and Rhetoric and Writing. In addition, the committee assess student artifacts created in these area's courses to determine the extent to which they achieve course and programmatic student learning outcomes.

Program's Committee: The Department of English, Ball State University, Fall 2014–Spring 2015 | Fall 2019–Spring 2020

The Program's Committee attends to, discusses, and legislates important issues pertaining to the different programs (e.g., First-Year Writing Program, major and minor programs, MA and PhD programs) housed within and delivered by the English Department at Ball State. The committee also approves of any curricular changes to any such programs.

Rhetoric and Composition Area Committee, Secretary: The Department of English, Ball State University, Fall 2014–Spring 2016 | Fall 2018–Spring 2019

The Rhetoric and Composition Area Committee addresses issues pertinent to the Rhetoric and Composition program, such undergraduate and graduate curricula, graduate admissions, program marketing, and course offerings and scheduling. As the secretary for this committee, I took minutes of each individual session.

English Education DP-2 and DP-3 Portfolio Assessment: The Department of English, Ball State University, Fall 2014–Spring 2017

English Education students at Ball State are required to create an online portfolio that documents their various pedagogical artifacts and reflections. Along with other select colleagues, I reviewed these education portfolios in order to assess students' pedagogical development and progress.

Rhetoric and Composition Job Search Committee: The Department of English, Ball State University, Fall 2015–Spring 2016

The Rhetoric and Composition Search Committee develops the job advertisement, reviews job applications, and conducts interviews and hosts campus visits with select candidates.

First-Year Composition (FYC) Committee: The Department of English, Florida State University, Fall 2007–Spring 2014

As a member of the FYC Committee, I helped design, write, and publish themed courses for ENC 1101 and ENC 1102; choose a reader and handbook for ENC 1101 and ENC 1102; select winners for teaching awards; and develop and publish pedagogical activities for the program's resource website.

Editing, Writing, and Media Pedagogical Cohort: Editing, Writing, and Media major (EWM), The Department of English, Florida State University, Fall 2011

As an instructor in the newly launched Editing, Writing, and Media major, I collaborated with fellow instructors and faculty to develop curricular materials for two of the major's core courses: "Writing and Editing in Print and Online" and "Rhetoric." As a cohort, we created goals and outcomes, selected textbooks, drafted sample syllabi, and designed sample assignments.

Digital Symposium: The Department of English, Florida State University, Spring 2009–Spring 2011

The Digital Symposium is a yearly event that celebrates digital texts created by both students and faculty at Florida State University. In organizing the symposium, I was responsible for gathering texts from undergraduates, graduates, and faculty; creating a website to house such texts <<http://fsudigitalstudio.wix.com/symposium4>>; advertising the symposium across campus; supervising the symposium; and supplying food and refreshments for attendees.

Teaching Assistant Mentor for First-Year Composition (FYC) Program: The Department of English, Florida State University, Fall 2008–Spring 2009

As a mentor for the FYC program, I facilitated meetings with new teaching assistants (TAs) to discuss pedagogical issues and TAs' adjustment to graduate life as both student and teacher. I also observed new TAs in the classroom and wrote letters of evaluation.

PROFESSIONAL DEVELOPMENT

Entrepreneurial Learning Academy: Ball State University, Summer 2016

I was selected to attend the inaugural Entrepreneurial Learning Academy (ELA), a 10-week immersive pedagogical program, along with eight other Ball State faculty from different disciplines during the summer of 2016. During the ELA, we collaborated to explore, assess, develop, and adapt an entrepreneurial pedagogy—a reiterative and transfer-based pedagogical approach that aims to foster critical thinking and collaboration, encourage risk taking, re-envision and value failure, enhance opportunity identification and problem solving, and actively promote reflection and play.

Assessment Institute: Rhetoric and Composition, The Department of English, Florida State University, Summer 2013

I attended a three-day intensive workshop conducted by assessment scholars and experts Dr. Kathleen Blake Yancey and Dr. Michael Neal. This Assessment Institute provided a basic foundation in assessment scholarship, theory, and practice. As an attendee, I explored a number of assessment-related issues and topics, including the difference between formative and

summative assessment; the distinction and relationship between reliability and validity; the role of various national, regional, state, and institutional outcomes; the different types of placement procedures; the history and evolution of portfolios; and the various purposes and approaches to program assessment.