Contributors


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Jolie Braun is curator of modern literature and manuscripts at The Ohio State University Libraries, where she oversees the modern literature and history collections and provides special collections-based instruction. Her research interests include women publishers and booksellers, zines, and self-publishing. Her recent work has appeared or is forthcoming in Tulsa Studies in Women’s Literature, American Periodicals, and Textual Cultures: Texts, Contents, and Interpretation.

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**Jathan Day** is a PhD candidate in the Joint Program in English and Education at the University of Michigan. His research explores how writing instructors’ organizational and design decisions in the Canvas LMS affect the ways their students write and learn.

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Andrew Moos is a PhD student in the Joint Program in English and Education at the University of Michigan. His research focuses on how writing instructors can and are using antiracist assessment and feedback practices in writing classrooms to empower students.

Julie Sievers is founding director of the Center for Teaching, Learning, and Scholarship at Southwestern University, where she also teaches. At the time of this research, she was teaching literature and writing courses at St. Edward’s University, where she also directed the Center for Teaching Excellence. Previously, she taught English and composition on the tenure-track at Denison University and in graduate school at the University of Texas at Austin. She has published on literature, pedagogy, and faculty development in the *William and Mary Quarterly*, *Early American Literature*, the *New England Quarterly*, *To Improve the Academy: A Journal of Educational Development*, and the *Journal of Faculty Development*. She is currently studying annotation pedagogy in the context of first-year seminar courses.

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Crystal Zanders is a poet, educator, activist, and public speaker from Tennessee. As a Rackham Merit Fellow in the Joint PhD Program in English and Education at the University of Michigan, her research focuses on Black teachers’ use of African American English in pre-integration classrooms in the South.

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