UCF | College of Arts and Humanities
UNIVERSITY OF CENTRAL FLORIDA

JOEL SCHNEIER

Curriculum Vitae | joel.schneier@ucf.edu

EDUCATIONAL BACKGROUND

2014 - 2019	**Ph.D. Communication, Rhetoric, & Digital Media,** North Carolina State University (Raleigh, NC) *Dissertation*: "Of Co-Presence & Keyboards: Investigating synchronous mobile communication practices through keystroke log-file data" https://repository.lib.ncsu.edu/handle/1840.20/36662 *Committee*: Jason Swarts (chair, English), Robin Dodsworth (Linguistics), Nicholas Taylor (Communication), Elizabeth Craig (Communication)
2011 - 2013	**M.A. English**, North Carolina State University (Raleigh, NC) Dual concentration in Sociolinguistics and Composition & Rhetoric *Capstone*: "Sociolexting in texting: Social and relational negotiation through text-messaging" *Advisor*: Walt Wolfram (co-chair), Susan Miller-Cochran (co-chair)
2003 - 2007	**B.A. English**, James Madison University (Harrisonburg, VA), Dual minor in Writing & Rhetoric and Creative Writing Graduated Magna Cum Laude with Honors Thesis

EMPLOYMENT HISTORY

2025 - present	**Assistant Professor** Department of Writing & Rhetoric Member of: Texts & Technology Core Faculty, UCF Graduate Faculty University of Central Florida (Orlando, FL)
2024-2025	**Associate Lecturer** Department of Writing & Rhetoric Member of: Texts & Technology Core Faculty, UCF Graduate Faculty University of Central Florida (Orlando, FL)
2019-2024	**Lecturer** Department of Writing & Rhetoric Member of: Texts & Technology Core Faculty, UCF Graduate Faculty University of Central Florida (Orlando, FL)
2018-2019	**Instructor**, Department of Writing & Rhetoric University of Central Florida (Orlando, FL)
2014-18	**Graduate Assistant**, Communication, Rhetoric, & Digital Humanities North Carolina State University (Raleigh, NC)

2013-14	**Lecturer**, Department of Foreign Languages & Literatures North Carolina State University (Raleigh, NC)
2011-13	**Graduate Assistant**, Department of English North Carolina State University (Raleigh, NC)
2010-11	**Literacy Services Lead** SE Works, Inc. (Portland, OR)
2009-10	**AmeriCorps Service Member** SE Works, Inc. (Portland, OR)
2008-09	**AmeriCorps VISTA Member** NAYA Family Center (Portland, OR)
2007-08	**Intern** Rosetta Stone, LLC (Harrisonburg, VA)

PUBLICATIONS

*Indicates student mentee

ARTICLES FOR PEER REVIEWED JOURNALS

Taub, M., Banzon, A. M.*, Salas, M.*, Olivera, L.*, Outerbridge, S.*, **Schneier, J.** (2023). Towards scaffolding self-regulated writing: Implications for developing writing interventions in first-year writing. *Metacognition & Learning*. https://doi.org/10.1007/s11409-023-09357-8.

Schneier, J. (2023). Modeling Mobile Writing: Applying Sociocognitive Models of Writing to Mobile Contexts. *Written Communication*, *40*(1), 3–29. https://doi.org/10.1177/07410883221131543

Rounsaville, A., Milu, E., & **Schneier, J**. (2022). Contributive Knowledge Making and Critical Language Awareness: A Justice-Oriented Paradigm for Undergraduate Research at a Hispanic-Serving Institution. *College English*, *84*(6), 519-545.

Kester, J.*, & **Schneier, J**. (2021). Soft Surveillance: Social Media Filter Bubbles as an Invitation to Critical Digital Literacies. *The Journal of Interactive Teaching & Pedagogy*, 1(20). https://cuny.manifoldapp.org/read/soft-surveillance-social-media-filter-bubbles-as-an-invitation-to-critical-digital-literacies-d6b87cdb-9c15-4b09-8ff6-8c7d45d05722/section/179a3c05-6781-41ea-a931-1039800e00ee.

Schneier, J. (2021). Digital articulation: Examining text-based linguistic performances in mobile communication through keystroke-logging analysis. *Frontiers in Artificial Intelligence*. https://www.frontiersin.org/articles/10.3389/frai.2020.539920.

Schneier, J., Stinson, T., & Davis, M. (2018). Networked Browsing: Performative, Joyous Browsing and the case of BigDIVA. *Digital Humanities Quarterly*, 12(2). http://www.digitalhumanities.org/dhq/vol/12/2/000376/000376.html.

Schneier, J., & Taylor, N. (2018). Handcrafted gameworlds: Space-time biases in mobile Minecraft play. *New Media & Society*, 20(9), 3420–3436. https://doi.org/10.1177/1461444817749517.

Schneier, J., & Kudenov, P. (2018). Texting in motion: Keystroke logging and observing synchronous mobile discourse. *Mobile Media & Communication*, 6(3), 309–330. https://doi.org/10.1177/2050157917738806.

Under Review or In Preparation

Schneier, J., Taub, M., Banzon, A. M., Salas, M., Olivera, L., & Outerbridge, S. (in preparation). Expression of emotion while pausing during writing. *Journal of Writing Research.*

Taub, M., Moreno, M., & **Schneier, J.** (in preparation). Disgust and contempt during writing: Using sequence mining to study emotion and keystroke data during writing. *Journal of Educational Data Mining.*

Taub, M., & **Schneier, J.** (in preparation). Identifying sequences in self-regulatory writing behaviors during a self-reflective writing task. *Journal of Learning Analytics.*

BOOK CHAPTERS

Schneier, J. (2020). "You Broke Minecraft": Hybrid play and the materialization of game spaces through mobile *Minecraft Play*. In de Souza e Silva, A., & Glover-Rijkse, R. (Eds.), *Hybrid Play: Crossing boundaries in game design, player identities, and play spaces*. Routledge.

Schneier, J. (2019). Is text-messaging changing how I write and speak? In Myrick, C. & Wolfram, W. (Eds.), *The Five-Minute Linguist: Bite-sized Essays on Language and Languages*, 3rd Edition (pp 275-279). Equinox.

Myrick, C, Eberle, N., **Schneier, J.**, & Reaser, J. (2019). Mapping Linguistic Diversity in the English-Speaking Caribbean. In Brunn, S.D., Kehrein, R. (Eds.), *Handbook of the Changing World Language Map*. Springer: Cham.

Childs, B and **Schneier, J.** (2018). Language and the internet in the New South. In Reaser, J., Wilbanks, E., Wojcik, K., & Wolfram, W. (Eds.), *Language Variety in the New South: Contemporary Perspectives on Change and Variation* (pp 62-77). Chapel Hill, NC: UNC Press.

BOOK REVIEWS FOR PEER REVIEWED JOURNALS

Schneier, J. (2020). [Review of the book *Archeologies of Touch: Interfacing with Haptics from Electricity to Computing*, by David Parisi]. *New Media & Society*, 22(1), 183-186.

Schneier, J. (2016). Dialect Mapping in the Twenty-First Century: Regional Dialect Mapping of Grammatical Variation in a Text-Based Corpus [Review of the book, *Regional Variation in Written American English* by Jack Grieve]. *American Speech*, 91(4), 523-531.

ARTICLES FOR POPULAR PRESS

Schneier, J., and Myrick, C. (2017). Wuts Up w Txting? Language, Technology, and How Youth Are Leading the Way. *Tar Heel Junior Historian Magazine*, special edition: "Say What? How Our Words Define Us", pp. 32-33. Raleigh, NC: North Carolina Museum of History.

CONFERENCE ACTIVITY

*Indicates student mentee

Taub, M., **Schneier, J**., Myrick, C., Walker, L. R.*, & Outerbridge, S.*. (2025, April). *The relationship between keystroke actions, self-reported emotion regulation, and facial expressions during self-reflective writing*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.

Smith, K.*, **Schneier, J.**, Outerbridge, S.*, Walker, L.*, Hirn, J.*, & Taub, M. (2025, March). *Writing and revision across disciplines: investigating keystroke behaviors in first-year composition and*

nursing students. Poster presented at the University of Central Florida Student Scholar Symposium, Orlando, FL.

Taub, M., Walker, L. R. *, Outerbridge, S. *, & **Schneier, J**. (2024, September). *Tracking college students' self-regulated revision behaviors across multiple writing sessions.* Paper presented at the biennial meeting of the Metacognition and Self-Regulated Learning Special Interest Group of the European Association for Research on Learning and Instruction (EARLI). (Heidelberg, Germany).

Outerbridge, S. *, Taub, M., Walker, L. *, & **Schneier, J**. (2024, September). *Achievement goal orientation as a predictor of keystroke logging & self-regulated learning processes.* Paper to be presented at the biennial meeting of the Emotions and Motivation Special Interest Group of the European Association for Research on Learning and Instruction (EARLI). (Bern, Switzerland).

*Walker, L. R. *, Taub, M., Outerbridge, S. *, & **Schneier, J**. (2024, September). *Emotional bridge: Connections between emotions and keystroke logging in first-year writing students.* Paper presented at the biennial meeting of the Emotions and Motivation Special Interest Group of the European Association

Taub, M. **Schneier, J.**, Outerbridge, S.*, Walker, L.*, Olivera, L.*, Banzon, A. M.*, & Salas, M.* (2024, April). *Pausing during writing: Evidence of metacognitive monitoring and control?* Poster presented at the annual meeting of the American Educational Research Association (AERA), Philadelphia, PA.

Taub, M., **Schneier, J.,** Olivera, L.*, Banzon, A. M.*, Outerbridge, S.*, & Salas, M.* (2023, April). *What is the relationship between self-regulated writing and writing self-efficacy?* Poster presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.

Taub, M., **Schneier, J**., Banzon, A. M.*, Salas, M.*, Olivera, L.*, & Outerbridge, S.*, & Walker, L*. (2023, April). *Can multimodal data channels guide the scaffolding of self-regulated writing?* Poster presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Banzon, A. M.*, Taub, M. & **Schneier, J**. (2022, June). Examining achievement goal profiles in writing: A person-oriented approach. Paper presented in *Proceedings of the 16th International Conference of the Learning Sciences* (ICLS) 2022. (Virtual Presentation).

Taub, M., & **Schneier, J.** (2022, April). *Revision and regulation: Clustering self-regulated writers with self-reports and keystroke data*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA. (Virtual Presentation).

Taub, M., & **Schneier, J**. (2021, August). *The impact of facial expressions of emotion on self-regulation during self-reflective writing.* Paper presented at the European Association for Research on Learning and Instruction (EARLI).

Taub, M., & **Schneier, J.** (2021, April). *What Modulates Self-Regulated Writing? Investigating the Relationship between Self-Regulated Learning, Emotions, and Self-Efficacy during Writing*. Paper presented at American Educational Research Association (AERA).

Milu, E., **Schneier, J**., & Rounsaville, A. (2021, April). *"Research is a Gift of Yours": A Place for Language Diversity in Undergraduate Research at a Hispanic Serving Institution*. Panel presented at Conference on College Composition and Communication (CCCC).

Schneier, J. (2019, October). *Faster than the speed of LOL: Examining Digital Articulatory Processes of Text-Based Paralinguistic Features in Mobile Communication*. Poster presented at New Ways of Analyzing Variation (NWAV), Eugene, OR.

Schneier, J. (2018, March). *What's Left Unsent: Deletion and Revision Patterns from Mobile Keystroke Data*. Poster presented NC State Graduate Symposium, Raleigh, NC.

Schneier, J. (2018, March). *Hand-Crafted Gameworlds: Spacetime Biases & Hybrid Realities in Minecraft PE*. Paper presented at CRDM Symposium 2018, Raleigh, NC.

Myrick, C, **Schneier, J.**, Reaser, J., & Eberle, N. (2017, November). *Mapping variation in the English-speaking Caribbean: Moving toward a more complete understanding of Caribbean English*. Paper presented at New Ways of Analyzing Variation (NWAV), Madison, WI.

Schneier, J. (2017, March). *Keystroke logging as a tool for self-regulated learning*. Paper presented at Conference on College Composition and Communication (CCCC), Portland, OR.

Schneier, J., & Kudeov, P. (2016, January). *Texting in Motion: Toward the Synchronous Study of SMS*. Paper presented at American Dialect Society (ADS) Annual Conference, Washington DC.

Schneier, J. (2015, March). *'After get in touch with literacy in this class': WAW in the FYW Classroom with L2 English Writers*. Paper presented at Conference on College Composition and Communication (CCCC), Tampa Bay, FL.

Schneier, J. (2015, January). *Intra-Speaker Variation in Syllable Timing: the Zeitlin Tapes and Reconsidering PVI*. Poster presented at Linguistic Society of America (LSA) Annual Conference, Portland, OR.

Schneier, J. (2015, January). *Style-Shifting in SMS: Quantitative Analysis of an SMS Elicitation Experiment*. Paper presented at American Dialect Society (ADS) Annual Conference, Portland, OR.

Schneier, J. (2014, March). *Writing about Writing: Empowering First-Year L2 Writers through Meta-Discursive Writing and Research of Literacy Practices*. Paper presented at American Association for Applied Linguistics, Portland, OR.

Chung, M., Fox, M.J., & **Schneier, J.** (2014, January). *Marching to the Beat of a Different Drum: Cross-Regional Variation in Prosodic Rhythm*. Paper presented at American Dialect Society, Minneapolis, MN.

Schneier, J., Forrest, J., & Myrick, C. (2013, October). *Inside the Index: Re-Evaluating Methods for Analyzing Prosodic Rhythm.* Paper presented at New Ways of Analyzing Variation, Pittsburgh, PA.

Schneier, J. (2013, September). *Writing about Writing: Empowering First-Year L2 Writers through Meta-Discursive Writing, Research, and Genre Analysis of Academic Writing*. Paper presented at International Society for the Scholarship of Teaching & Learning, Raleigh, NC.

Forrest, J, Myrick, C., & **Schneier, J.** (2013, April). *Explaining the Source of Prosodic Rhythm in L2 English Timing*. Paper presented at Southeastern Conference on Linguistics (SECOL), Spartanburg, SC.

Schneier, J. (2013, March). *Sociolexting in Texting: Social and Relational Identity Work in Text-Message Discourse*. Paper presented at Popular Culture Association (PCA) National Conference, Washington, DC.

Schneier, J. (2013, February). *Sociolexting in Texting: Social and Relational Identity Work in Text-Message Discourse*. Paper presented at Association of English Graduate Student Conference, Raleigh, NC.

Schneier, J. (2013, February). *Sociolexting in Texting: The Potential Use of Text-Messaging in the Composition Classroom*. Paper presented at North Carolina Symposium on Teaching Writing, Raleigh, NC.

GRANTS

FUNDED

Co-PI — Tracking college students' self-regulated writing processes during revision-based tasks across disciplines: Are writing processes domain-general or domain-specific? – UCF Internal SEED Funding
PI: Dr. Michelle Taub; Co-PIs: Dr. Angela Rounsaville; Co-PI: Dr. Dawn Eckoff
Funded: January 2021

UNDER REVIEW

Co-PI — Developing self-regulated, engaged, adaptive learners: Transforming post-secondary instruction through GenAI – Institute of Education Sciences
PI (UCF): Dr. Roger Azevedo; Co-PIs: Dr. Michelle Taub, Dr. Sherry Roberston, Dr. Kara Taczak, Dr. Meghan Velez
Submitted: March 2025

SUBMITTED (NOT FUNDED):

PI — *Minecraft* play and the future of work – National Endowment of the Humanities
Submitted: September 2024

Co-PI — Using multimodal data to examine shared regulation and writing collaborations among college students – Spencer Foundation.
PI: Dr. Michelle Taub; Co-PI: Dr. Laurie Pinkert
Submitted: July 2020

REVIEWER/EDITORIAL ACTIVITY

AD HOC JOURNAL REVIEWER

2025 - present *Written Communication*, SAGE Journals
2025 - present *Humanities and Social Science Communication*, Springer
2021 - present *Learning, Media and Technology,* Taylor and Francis
2021 - present *Mobile Media & Communication*, SAGE Journals
2019 - present *New Media & Society*, SAGE Journals

BOOK REVIEWER

Taylor, N., & Voorhees, G. (Eds). (2018). *Masculinities in Play*. Palgrave Macmillan.

EDITORIAL ASSISTANCE

Wolfram, W. & Schilling, N. (2015). *American English: Dialects and variation (3rd edition)*. Wiley-Blackwell.

Wolfram, W. & Reaser, J. (2014). *Talkin' tar heel: How our voices tell the story of North Carolina*. UNC.

HONORS & AWARDS

AWARDS

2025 **Quality Online Course Designation**, Florida State University System
ENC1101 (Comp. 1), ENC1102 (Comp 2), ENC3417 (Literacy & Technology)

2018 **Presidential Award**, American Dialect Society

2014-15 **University Graduate Fellowship**, North Carolina State University

2010 **Segal AmeriCorps Education Award**, Corporation for National & Community Service

2009 **Segal AmeriCorps Education Award**, Corporation for National & Community Service

CERTIFICATIONS

2021-22 **National Seeking Educational Equity and Diversity (SEED) Project,**
Office of Diversity & Inclusion at University of Central Florida

2019 **Online Course Development Certification**, Center for Distributed Learning at University of Central Florida in Orlando, Florida

2010 **Certification in Teaching English as a Second Language**, Concordia University in Portland, Oregon

ASSISTANTSHIPS

2017-2018 **Graduate Teaching Assistant**, North Carolina State University
Courses Taught: Communication for Engineering & Technology (ENG 331); Introduction to Linguistics (ENG 210); and Science Technology & Human Values (STS 302).
Supervised by: Dr. Jason Swarts, Dr. Walt Wolfram

2016-17 **Graduate Research Assistant**, Circuit Research Studio
Responsibilities: Research Assistant and general manager for the Circuit Research Studio space.
Supervised by: Dr. Nicholas Taylor and Dr. David Rieder.

2014-16 **Graduate Research Assistant**, Medieval Electronic Scholarly Alliance
Responsibilities: Developed and implemented usability study for BigDIVA; Social media outreach.
Supervised by: Dr. Timothy Stinson.

2011-13 **Graduate Teaching Assistant**, North Carolina State University
Courses Taught: Academic Writing & Research (ENG 101)
Supervised by: Dr. Susan Miller-Cochran.

TEACHING ACTIVITY

UNIVERSITY OF CENTRAL FLORIDA

Spring 2025 ENC 1102: Composition 2 (Mixed-mode), 2 sections

	ENC 1101: Composition 1 (Mixed-mode), 2 sections
Fall 2024	ENC 1102: Composition 2 (Mixed-mode), 2 sections ENC 3417: Literacy and Technology (Web, asynchronous), 1 section
Spring 2024	ENC 1102: Composition 2 (Mixed-mode), 2 sections
Fall 2023	ENC 1101: Composition 1 (F2F), 2 sections ENC 6428: Digital Literacies (Web, asynchronous), 1 section ENC 6428: Digital Literacies (Reduced seating), 1 section
Spring 2023	ENC 1102: Composition 2 (Web, asynchronous), 2 sections
Fall 2022	ENC 1101: Composition 1 (Mixed-mode), 2 sections
Spring 2022	ENG 6939: Special Topics course: Mobile Digital Literacies and Identities (Web, synchronous), 1 section ENC 1102: Composition 2 (Mixed-mode), 1 section
Fall 2021	ENC 1102: Composition 2 (F2F), 2 sections
Spring 2021	ENC 1102: Composition 2 (Reduced Seat Time), 4 sections
Fall 2020	ENC 1101: Composition 1 (Web, asynchronous), 3 sections ENC 4416 Honors: Writing in Digital Environments (Web, synchronous), 1 section
Summer 2020	ENC 4416: Writing in Digital Environments (Web, asynchronous), 1 section
Spring 2020	ENC 6428: Digital Literacies (F2F), 1 section ENC 1101: Composition 1 (Mixed-mode), 3 sections
Fall 2019	ENC 3433: Multimedia Writing & Composition (F2F), 1 section ENC 1102 Honors: Composition 2 (F2F), 1 section ENC 1102: Composition 2 (F2F), 2 sections
Spring 2019	ENC 1102: Composition 2 (F2F), 2 sections ENC 1101: Composition 1 (F2F), 2 sections
Fall 2018	ENC 1101: Composition 1 (F2F), 4 sections

Guest Lecturer

Fall 2024	IDS 7501: Research and Issues in Education
Fall 2023	IDS 7501: Research and Issues in Education
Spring 2022	ENC 6720: Research Methods in Writing & Rhetoric
Fall 2020	IDS 7501: Research and Issues in Education

NORTH CAROLINA STATE UNIVERSITY

Summer 2018	ENG 331: Professional Communication for Engineering & Technology (Web, asynchronous), 1 section

Spring 2018	STS 302: Science, Technology, & Human Values (Web, asynchronous), 1 section
Fall 2017	ENG 210: Introduction to Language & Linguistics (F2F, 1 section ENG 331: Professional Communication for Engineering & Technology (Web, asynchronous), 1 section
Summer 2017	ENG 331: Professional Communication for Engineering & Technology (Web, asynchronous), 1 section
Spring 2017	ENG 331: Professional Communication for Engineering & Technology (F2F), 1 section
Summer 2014	FLE 101: Academic Writing & Research for Non-Native English speakers (F2F), 1 section
Spring 2014	FLE 101: Academic Writing & Research for Non-Native English speakers (F2F), 2 sections FLE 100: Introduction to Academic Writing for Non-Native English speakers (F2F), 1 section
Fall 2013	FLE 101: Academic Writing & Research for Non-Native English speakers (F2F), 2 sections
Summer 2013	FLE 101: Academic Writing & Research for Non-Native English speakers (F2F), 1 section
Spring 2012	ENG 101: Academic Writing & Research (F2F), 1 section
Fall 2011	ENG 101: Academic Writing & Research (F2F), 1 section

Shadowing

Spring 2011	ENG 101: Academic Writing & Research (F2F), 1 section

STUDENT MENTORING

DOCTORAL DISSERTATION COMMITTEES (UCF)

2025 - present	Sierra Outerbridge (Education: Learning Sciences Track)
2025 - present	LaVonda Walker (Education: Learning Sciences Track)
2023 - present	Marissa Salas (Texts & Technology), **co-chair**
2024 - present	Alexandre Chabot (Texts & Technology)
2022 - present	Allison Banzon (Education: Learning Sciences Track)
2024 - present	Nikki Chasteen (Texts & Technology)

Graduated Students

2022 - 2025	Hanan Hafiz (Texts & Technology)
2023 - 2024	Bshaer Alharazi (Texts & Technology)

2021- 2023	Tami Gitto-Kania (Texts & Technology)
2021	Jessica Kester (Texts & Technology)

DOCTORAL EXAM COMMITTEES (UCF)

2024	Ricky Finch (Texts & Technology)
2023	Marissa Salas (Texts & Technology), **co-chair**
2023-2024	Nikki Chasteen (Texts & Technology)
2023-2024	David Bailey (Texts & Technology)
2023	Alexandre Chabot (Texts & Technology)
2022	Allison Banzon (Education: Learning Sciences Track)
2022	Hanan Hafiz (Texts & Technology)
2021-22	Bshaer Alharazi (Texts & Technology)
2020	Tami Gitto-Kania (Texts & Technology)

MASTERS THESIS COMMITTEES (UCF)

2022-23	Ismael Benjelloun (Rhetoric & Composition), **co-chair**
2023-24	Jackie Cano Diaz (Rhetoric & Composition)

DOCTORAL ADVISING

2021- present	Traci Billingsly (Texts & Technology)
2022- 2023	Nikki Chasteen (Texts & Technology)

UNDERGRADUATE HONORS THESIS (UCF)

2024 - 2025	Imani Rodriguez (Writing & Rhetoric), **co-chair**
2021 - 2022	Lindsey Wright (Writing & Rhetoric), **chair**

IRB-APPROVED RESEARCH PROJECTS

2022	*SEED Internal Research Writing Study* (Co-P.I. with Dr. Michelle Taub, Dr. Angela Rounsaville): This study involves examining the writing and revision practices of student writers in first-year composition and graduate nursing programs. Study involves longitudinal participation over three writing sessions throughout the semester.
2020	*Language Diversity in First-Year Writing* (Co-P.I., with Dr. Esther Milu and Dr. Angela Rounsaville): This study involves examining the impacts of a language diversity curriculum emphasis on the attitudes and learning outcomes of first-year writing students at UCF.
2019-2020	*Metacognition, Emotion, and Writing* (Co-P.I., with Dr. Michelle Taub as P.I. and Dr. Angela Rounsaville as Co-P.I.): this study involves examining the interplay of emotion during writing in order to investigate metacognitive awareness and strategies of self-regulation during writing.

2017-2019	*Investigating synchronous mobile communication practices through keystroke log-file data* (P.I., supervised by Dr. Jason Swarts): involved developing a mobile keyboard application for Android operating system that logs the timing of keystrokes from use of the virtual keyboard.
2014-18	*Writing after FLE 101* (P.I.): a longitudinal study examining writing and communication experiences of non-native English speakers while completing undergraduate education.
2015-16	*Relational Gameplay and Mobile Minecraft* (P.I., supervised by Dr. Nicholas Taylor): ethnographic observation of participants playing *Minecraft*;
2015	*Mobile Text-Messaging and Synchronous Observation* (Co-P.I. with Peter Kudenov, supervised by Dr. Melissa Johnson): first-of-its-kind combination of ethnographic observation and keystroke logging analysis for observing participants using an Android smartphone.
2015-16	*BigDIVA Usability Study* (P.I., supervised by Dr. Timothy Stinson): usability study for a networked browsing interface.
2012-13	*Text-Messaging in the First Year Writing Classroom* (P.I., supervised by Dr. Walt Wolfram): experimental study in which text-messages were elicited from different communication scenarios, and naturalistic text-message data was collected

SERVICE ACTIVITY

UNIVERSITY

University of Central Florida

2024 - present	Member, Faculty Advisory Board for *Stylus*
2025	Judge for Knights Write Showcase
2023 - present	Member, Knights Write Planning
2020 - present	Reviewer, *Convergence-Rhetoric*
2021 - 2023	Member, Diversity & Inclusion Committee
2019 - 2024	Member, Composition Committee
2022 - 2024	Judge, John C. Hitt Prize for Excellence in Writing
2019 - 2022	Department Faculty Liaison, College of Arts and Humanities IT Advisory Committee
2020	Member, 12-month Lecturer Hiring Committee
2019	Judge for Knights Write Showcase
2018-2019	Member, Diversity & Inclusion Committee

North Carolina State University

2012 - 2017	Website Manager/Administrator, NCSU Linguistics
2016	Planning Committee, Communication, Rhetoric and Digital Media (CRDM) Symposium
2015 - 2016	Student Representative, Communication, Rhetoric and Digital Media (CRDM) Preliminary Exam Assessment Subcommittee
2015 - 2016	Writing Program Administration Graduate Organization (WPA-GO) Digital Story Taskforce
2015	Secretary, Communication, Rhetoric and Digital Media (CRDM) Student Association
2013 - 2014	Submissions Committee, Association of English Graduate Student Conference
2011 - 2013	Member, Association of English Graduate Student Conference

COMMUNITY

North Carolina State University

2012	*Student Teacher*, Voices of NC Curriculum spring break trip (Ocracoke, NC), North Carolina Language and Life Project.
2012	*After School Tutor*, Communities in Schools Wake County.
2009 - 2011	*Mechanic and Photographer*, Community Cycling Center.
2010	*ESL Tutor*, SE Works, Inc..

WORKSHOP ACTIVITY

PRESENTER

2019	*Self-Regulated Learning in the Composition Classroom: A Workshop about Intervention Strategies for Metacognitive Awareness the Writing Classroom*, UCF Co-presented with Dr. Michelle Taub
2014	*Language Variation in the First-Year Writing Classroom*, NCSU Overview of how language variation presents in student writing. Co-presented with Walt Wolfram and Shivonne Gates.
2013	*First-Hand Experiences with L2 Writers*, NCSU Strategies for writing instruction that accommodated and understood L2 Writers in the composition classroom. Co-presented with Bethany Bradshaw
2013	*Teaching Assistant Roundtable*, NCSU

ATTENDEE

2016	*Using Keystroke Logging in Writing Research*, MIT Theoretical and practical overview of keystroke logging methodology and analysis, as well as in-depth training with *Inputlog*.

Facilitated by Luuk Van Waes & Mariëlle Leijten (University of Antwerp).

MEMBERSHIP

2014 - present	National Council of Teachers of English
2013 - present	Linguistic Society of America
2013 - present	American Dialect Society
2021 - present	American Educational Research Association
2024 - present	European Association for Research in Learning and Instruction

REFERENCES

Dr. Walt Wolfram
William C. Friday Distinguished Professor at North Carolina State University
wolfram@ncsu.edu | 919-515-4151

Dr. Jason Swarts
Professor and English Department Head at North Carolina State University
jswarts@ncsu.edu | 919-515-4245

Dr. Angela Rounsaville
Associate Professor at Arizona State University
angela.rounsaville@asu.edu | 601-233-8799