

Contributors

Harry Brown is an Assistant Professor of English at DePauw University. He specializes in early American literature, and in 2004 he published *Injun Joe's Ghost*, a study of Indian mixed-bloods in American fiction. Lately he has ventured into game studies, contributing essays on modding and the representation of disease to forthcoming collections. At DePauw, he teaches a course in interactive narrative, in addition to a variety of courses in American literature.

Andrew Burn is a Senior Lecturer in Media Education at the Institute of Education, University of London, where he directs a number of research projects in the Centre for the Study of Children, Youth and Media. His work primarily concerns internet use in schools, textuality in videogames, the development of game authoring software, and teachers' use of digital video editing technologies. He has published widely in the field of young people's use of digital technologies, and has recently published a book *Analysing Media Texts* with David Parker from the British Film Institute.

Amy Clary is a PhD candidate at the University of Louisiana at Lafayette, where she is completing a dissertation entitled "Textual Terrain: Wilderness in American Literature, Law, and Culture." Her writing on wilderness has appeared in *The Journal of Graduate Liberal Studies*, and is forthcoming from *Interdisciplinary Humanities* and *Frontières*. She has also worked in Alaska's Denali National Park and Preserve and as a staff representative for a local of the Service Employees International Union.

Chris Crawford has been a cutting-edge game designer since he led Atari Games Research in the early 1980s. He has published fourteen games and five books on game design, and founded the Game Developers' Conference. For the last ten years he has been working on a new technology for interactive storytelling.

Jennifer deWinter is a doctoral student at the University of Arizona and a member of the Learning Games Initiative (LGI). In addition to researching emergent cultural literacies (exemplified in

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her essay in this volume), she also studies Japanese popular culture, especially the ways in which it is imported and assimilated into North American pop culture through media such as computer and video games, anime, and manga. DeWinter also serves as LGI's Director of Game Art, working to both build and help others build academic and art games.

Daphne Desser is an assistant professor in Rhetoric and Composition at the University of Hawaii at Manoa. She teaches undergraduate and graduate courses in 20th century rhetoric, legal rhetoric, argumentative writing, and writing and difference. Most of her academic writing explores various aspects of identity construction and negotiation in such diverse contexts as electronic media, family letters, the writing classroom, and computer games. She can be reached at desser@hawaii.edu.

Rafael Fajardo teaches at the University of Denver in three degree programs: Electronic Media Arts Design, Digital Media Studies, and Game Development. He is part of an emerging group of artists and designers who are exploring the potential of digital video games to express serious and complex subject matter. Through his collaborative, SWEAT, Fajardo has published two video games that comment on the game-like nature of (il)legal human traffic at the US/Mexico border. These games have been exhibited in Holland, Turkey, Canada, and the U.S. Fajardo's work can be found at www.sudor.net, and he can be reached by email at rfajardo@du.edu.

Drew Kopp is a PhD student in Rhetoric, Composition, and the Teaching of English at the University of Arizona, and is currently preparing for his comprehensive examinations. His chief research interest is the rhetoric of philosophy, focusing on readings of Kant, Schopenhauer, and Nietzsche. In particular, he is interested in the rhetoric of recent scholarship that has sometimes carelessly either included or excluded these authors (and their texts) from discussions of "new" analytical methodologies. Additionally, Drew is working to allow rhetorical readings of philosophical texts to inform the development and continuous transformation of his pedagogical methods, including composition theories that include new media. Drew welcomes contact via email at kopp@email.arizona.edu.

Ken McAllister is an Associate Professor of Rhetoric, Composition, and the Teaching of English at the University of Arizona where he co-directs the Learning Games Initiative. His book, *Game Work: Language, Power, and Computer Game Culture*, was recently published by the University of Alabama Press.

Kevin Moberly is a graduate student at the University of Louisiana at Lafayette. His dissertation, a political economy of computer games, is concerned with the political, cultural and economic

structures that underpin the complex textual and visual rhetoric of computer games. He is also the co-founder of the BrightMOO project, an attempt to use computer game technology to extend the possibilities of traditional text-based MOOs.

Ryan Moeller is an Assistant Professor of Rhetoric and Professional Communication at Utah State University. A founding member of the Learning Games Initiative (LGI), he has taught courses on video game critique and game design documentation. His current research projects involve the rhetoric of consumer electronics and virtual environment prototyping.

Darin Payne is an Assistant Professor of English at the University of Hawaii at Manoa and was recently co-chair of the twentieth annual national conference for Computers and Writing. He teaches graduate courses in computers and composition, theories and practices of writing pedagogy, and postmodern rhetorics; he also teaches undergraduate courses in writing for electronic media, teaching composition, and first-year English, among others. His scholarship has appeared in a variety of regional and national journals, including *College English*, *JAC: A Journal of Composition Theory*, and *Rhetoric Review*, as well as in numerous scholarly anthologies. He is currently at work on a book under contract with Parlor Press, tentatively titled "The Rhetoric of Pedagogic Structure: Mediating Identity and Difference in Composition Studies."

Judd Ruggill is a media scholar at the University of Arizona, where he teaches courses in mass media history, theory, and criticism for the Department of Media Arts. He also co-directs the Learning Games Initiative, an interdisciplinary, inter-institutional research collective that studies, teaches with, and builds computer games.

Gareth Schott is a Senior Lecturer in Screen and Media Studies and Director of the GameLab at the University of Waikato in New Zealand. He is also a Research Fellow at the Centre for the Study of Children, Youth and Media at the Institute of Education, University of London in the U.K. He has researched in the field of 'game studies' prior to and since its inception, publishing on the relationship between gender and gaming technologies, gaming as a forum for social interaction, the application of game software to adult basic skills training and game heuristics for mobile educational games. He is due to publish a book entitled *Computer Games: Text, Narrative and Play* (Polity Press) in 2005 with David Buckingham, Andrew Burn and Diane Carr.

Ron Scott studies science fiction, film, and computer games at Walsh University in North Canton, Ohio, where he also teaches professional writing. In his limited spare time, he also studies whitewater boating, climbable rock faces, and the *World of Warcraft* subculture.

Laurie N. Taylor researches and teaches video games and digital media at the University of Florida. She has published articles in *Game Studies*, *Computers and Composition Online*, and *ImageText: Interdisciplinary Comics Studies*, and has forthcoming articles in several collections on video games. She also writes public radio programs for “Recess!” and a newspaper column on video games.

Steffen P. Walz, MA, is a qualitative social scientist, former web agency creative director, and game design consultant working on his PhD about architectural game design at the Swiss Federal Institute of Technology (ETH) Zurich / Department of Architecture. He is co-initiator of the B.A. game design study program at the University for Applied Sciences and Arts, School of Art and Design Zurich (HGKZ), and sits on the scientific advisory board for the M.Sc. E-Sports program at Danube University Krems, Austria. Walz has published and lectured on serious games, game design research and experimentation, and pervasive gaming, and was a prize winner of the International Bauhaus Award in 2002.

Zach Whalen is a PhD student at the University of Florida. His current writing and research includes work on video game theory, comics studies, *House of Leaves*, and digital composition. In addition to his academic work, Zach is an author and webmaster for the weblog, Academic Gamers (<http://www.academicgamers.org>), as well as the managing editor for the web journal, *ImageText: Interdisciplinary Comics Studies* (<http://www.english.ufl.edu/imagetext>).

Nick White is originally from Escondido, California and graduated from Cal State Chico with an MA in Literature. He taught first-year composition for five years at Cal State Long Beach, and is currently teaching first-year composition at the University of Arizona where he is pursuing a PhD in Rhetoric and Composition. He lives in Tucson with his wife Janice and their two dogs, Ulysses and Hannah. At the moment, he is interested in representations of war as entertainment, ancient rhetorics, and neo-sophistic composition pedagogy.