**Interview Transcript, DMAC 2014 (12-23 May)**

**Travis Rountree, Graduate Student, University of Louisville**

**Travis:** We [the University of Louisville cohort at DMAC] are basically developing an online student publication full of student work, and it’s sort of a repository for student work that we’re gonna incorporate into our curriculum but also have a place that showcases student writing, and so that’s how [colleague] Stephen kind of got the grant going, that it [the publication] would be kind of student-run as well, through graduate students.

Both the collective project, the *Cardinal Compositions* is what we’re calling it, and we’re gonna present at 4Cs on that as well, so it’s something that’s institutional, programmatic, um, and also kind of departmental also, just to show what we’re, you know, show the whole English department what we’re doing in our program, and also kind of what graduate students are capable of doing as well, too.

With this, I, like, personally I think it’s [DMAC has] been a great place to learn, uh, one of, I have taught, I taught a digital media project with my students last semester and it was a hot mess, but it was, it worked out fine, but this has given me a lot more ideas and organizations, and organizing files, and, like, how to do that step-by-step with my students.

I really want us to have more stuff going on there [at the University of Louisville]. And I mean, we offer pedagogy workshops and that type of thing, but I really would like to see more digital rhetoric and digital stuff being incorporated into our curriculum. This summer I’m actually working with Brenda [Brueggemann, Director of Composition at the University of Louisville] to revamp some of the goals and outcomes for our 101 class and our 102 class, and I would like to fold that [digital rhetoric and digital stuff] into there, and, you know, offer a lot more workshops, you know, in ways, the one thing that I really liked about DMAC is that Cindy [Selfe] was so, Cindy and Scott [DeWitt] both were so helpful with, and so patient, and like, you know, I think with folks who deal with technology there’s like a few that are like “oh my god I’m gonna mess up,” but they, you know, it’s okay if you did, and you learn by screwing it up, and that’s fine, I think, I want to carry that same sort of identity as a teacher over to my own institution and have that in our cohort like, us, our approach to teaching others technology.

***Text:*** *Interview conducted by Erin Bahl, Kaitlin Clinnin Shah, and Hannah Torma, and recorded by Hannah Torma*

**Travis:** I feel like that’s my, like my little teacher evaluation moment. [laughter] [in high voice, pantomiming using a pencil] “Strongly agree! All the way down column A!” [laughter]