

# S Contributors

**Maria Ågren** is Professor of History at Uppsala University, where she is Director of Studies for the Ph.D. program in history. Her most recent books are *The State as Master: Gender, State Formation and Commercialisation in Urban Sweden, 1650–1780* (Manchester University Press, 2017) and *Making a Living, Making a Difference: Gender and Work in Early Modern European Society* (Ed.) (Oxford University Press, 2017). Her work has also appeared in journals such as *Past and Present*, *Urban History*, and *Continuity and Change*. In addition to early modern history, her research interests include the digital humanities (especially research infrastructure) and the academic writing of multilingual scholars.

**Rula Baalbaki** is an instructor of literary translation courses at the Department of English at the American University of Beirut. Among her published translations are: Said Akl's *If Lebanon Were to Speak*, Amin Rihani's *Rihanniyat Essays*, Ussaima Darwiche's *The Smoke Tree*, Yahya Bal-Qassem's poems in *After Images*, as well as classical and contemporary Arabic and English poems. Having taught writing courses for 10 years, she tries to establish that literary translation is a re-writing occupation which employs cultural, historical and stylistic elements in the L1 (Arabic) to render into L2 (English) linguistically specific equivalents. Her current endeavor is to collate in a publication the highlights of the poems and lyrics which have been translated by her students and celebrated in academic/artistic musical performances at AUB.

**Suzanne Blum Malley** is Provost at Methodist University. Her scholarly interests include multilingual and digital/multimodal literacies and globally networked learning environments. She served as a founding executive committee member of the Rhetoric, Composition, and Writing Studies (RCWS) Literacy Studies Forum of the Modern Language Association (2015–2019, chair 2018, secretary 2017). Her recent publications include “Ludic is the New Phatic: Making Connections in Global, Internet-mediated Learning Environments” in *Thinking Globally, Composing Locally*.

**Nancy Bou Ayash** is Associate Professor of Language and Rhetoric at the University of Washington. Her work focuses on language ideologies, language politics in the study and teaching of writing, and translingual literacies. She has published in *College English*, *Writing Program Administration Journal* and several edited collections. She is the author of *Toward Translingual Realities in Composition: (Re)Working Local Language Representations and Practices* (Utah State University Press, 2019).

**Shireen Campbell** is Professor of English and Director of the Writing Center at Davidson College. Shireen's research interests include writing center theory and practice, second language writing, digital writing, and information fluency. Recent publications range from creative nonfiction to pedagogic scholarship on classroom/library partnerships to enhance student information fluency. Currently, she is collaborating with colleagues on a longitudinal project examining various aspects of the rhetorical and linguistic development of advanced multilingual writers.

**Tony Cimasko** is the ESL Composition coordinator in the Department of English at Miami University in Oxford, Ohio, teaching graduate courses on L2 writing theory and pedagogy as well as undergraduate and graduate second language writing courses. His ongoing research interests include multimodal composition, genre analysis and learning, professional and pedagogical genres, and feedback practices. His work has been published in the *Journal of Second Language Writing*, *Computers and Composition*, *English for Specific Purposes*, and *Written Communication*, and elsewhere. He was the co-editor of *Foreign Language Writing Instruction: Principles and Practices*.

**Juheina Fakhreddine** graduated from the Lebanese University with a teaching diploma in English in 1974 and worked for many years in secondary schools around Lebanon before going on to pursue her MA in education with an emphasis on teaching English as a second language from LAU in 2004. Her research focused on innovative methods and strategies for teaching the English language. She passed away in October 2018.

**Rebeca Fernandez** is Multilingual Writing Coordinator and Associate Professor of Writing and Educational Studies at Davidson College. Her research focuses on bilingualism, literacy, and writing development among international and domestic multilingual students. Recent scholarship includes a co-edited volume *Preparing Adult English Learners to Write for College and the Workplace* and longitudinal research of Chinese L2 writers with Shireen Campbell and Kyo Koo.

**Alanna Frost** is Associate Professor in the English Department at the University of Alabama Huntsville. Her work is invested in the intersections of students' communicative realities, English-education practice, and English language policy. She served as a founding executive committee member of the Rhetoric, Composition, and Writing Studies (RCWS) Literacy Studies Forum of the Modern Language Association (2015-2020, chair 2019, secretary 2018).

**Marylou Gramm** is a Senior Lecturer in the Department of English and the coordinator of ESL writing at the University of Pittsburgh, and prior to that she directed the writing center at Barnard College. Her Ph.D. disserta-

tion in comparative literature from New York University focused on collaborative writing practices in early eighteenth-century London and Paris, and she has published essays on the novels of George Sand and about teaching literature and writing to international students from China.

**Bruce Horner** is Endowed Chair in Rhetoric and Composition, where he teaches courses in composition, composition theory and pedagogy, and literacy studies. His recent books include *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*, co-edited with Laura Tetreault, *Economies of Writing*, co-edited with Brice Nordquist and Susan Ryan, and *Rewriting Composition: Terms of Exchange*.

**Yu-Kyung Kang** is Assistant Professor in the English Department at Gonzaga University. She researches and publishes on transnational literacy, multilingual writing, and writing center practice and theory. As an international and ESL student with a background in Teaching English as a Second Language (M.A.) and Writing Studies (Ph.D.), in various teaching (ESL and first-year composition courses) and administrative capacities, she has been devoted to improving literacy support for the international and multilingual student population. Her current work now includes multilingual literacy practices of international/transnational scholars and teachers in U.S. higher education.

**Santosh Khadka** is Associate Professor of English at California State University, Northridge. He earned his Ph.D. in composition and cultural rhetoric from Syracuse University. He has authored a monograph and scores of articles and also co-edited three books. His monograph, *Multiliteracies, Emerging Media, and College Writing Instruction*, recently came out from Routledge. He has co-edited two books on multimodality—*Bridging the Multimodal Gap: From Theory to Practice* (Utah State University Press), and *Designing and Implementing Multimodal Curricula and Programs* (Routledge). His third co-edited book, *Narratives of Marginalized Identities in Higher Education: Inside and Outside the Academy*, was released earlier in 2018 from Routledge. He now teaches graduate and undergraduate courses in writing, rhetoric, digital media, and professional and business communication.

**Malaki Khoury** is Instructor in the Department of English at American University of Beirut, where she has been a member of the faculty since 1987. Her research interests include ethical writing and the teaching of writing. She has published articles in conference proceedings and chapter in edited collections, including *Emerging Writing Research from the Middle East-North Africa Region* (2017) and *Twentieth-Century Arabic Writers* (2014) and served as editor, with others, of *Ra'if Khuri: Al Kaatibu l Tanweeryy (Raif Khuri: The Enlightened Writer)*.

**Julia Kiernan** is Assistant Professor at Lawrence Technological University. Her scholarly interests include pedagogical and curricular design across the digital humanities, translingual and transnational writing, science communication, and STEAM education.

**Kyosung Koo** is Director of Educational Technology in the College of Business at the University of Texas at San Antonio where he provides leadership in the development of strategic approaches for the integration of technology. He holds a Ph.D. in second language acquisition, and his research efforts have focused on corpus linguistics and technology-assisted language learning.

**Thomas Lavelle** directs the Center for Modern Languages at the Stockholm School of Economics. His current research projects address topics at the interface of language and learning in higher education. Beyond translingualism and the challenges to translingual pedagogy, these topics include lingua francas as media of instruction, materiality in the forms of written feedback, and the interplay of speech and writing in undergraduates' academic communication. He currently chairs the CCC Group on Transnational Composition.

**Ligia A. Mihut** is Associate Professor of English at Barry University where she teaches first-year composition, techniques of research, and professional writing courses. Her areas of research include immigrant literacies/rhetorics, writing for social justice, and transnationalism. Drawing on two years of ethnographic research, Ligia is currently working on a book, *Immigrants, Brokers, and Literacy as Affinity* exploring literacy's entanglement in networks of economic and political frames. As the recipient of the 2015–2016 CCCC Research Initiative Award (with Alvarez, Khadka, and Sharma), she is also involved in a comparative study of writing practices in four different countries, Romania, Nepal, India, and Colombia. Her work has published in *Literacy in Composition Studies*, *Reflections*, and a few edited collections.

**Lilian Mina** is Assistant Professor and the Director of Composition at Auburn University at Montgomery. She researches digital rhetoric with focus on multimodal composing and writing teachers' use of digital technologies. Her research in multilingual composition is centered around multilingual writers' use of digital technologies and examining their (digital) writing experiences. She is also interested in WPA scholarship, especially (technology)professional development of writing teachers, program assessment, and curriculum development. Her work has appeared in multiple journals and edited collections.

**Zsuzsanna Palmer** is Assistant Professor in the Writing Department at Grand Valley State University where she teaches courses in professional

writing, business communication, and document design. Because she believes that intercultural communication skills are crucial, she frequently involves her students in online projects where they collaborate with students in various countries to create documents and digital interfaces. Her research interests include intercultural communication, online writing pedagogy, visual rhetoric, website accessibility, and translingual writing. Her research has been published in edited collections, in the *Journal of Technical Writing and Communication*, and in *Business and Professional Communication Quarterly*.

**Souha Riman** teaches writing courses at the department of English at the American University of Beirut, and has previously taught several linguistics courses. Tutoring in the Writing Center, she gained insight into students' writing needs and struggles which informed her teaching practices. Her current research examines how students' home language acts as a resource in an English writing course, and her graduate research explored how dialectal variation in Lebanese Arabic reflects religious affiliation.

**Kevin Roozen** is Professor of Writing and Rhetoric at the University of Central Florida. Kevin's research examines the development of literate identities and practices along the expansive histories that reach across and weave together people's multiple textual engagements. Co-authored with Joe Erickson, Kevin's recent book *Expanding Literate Landscapes: Persons, Practices, and Sociohistoric Perspectives of Disciplinary Development* (CC Digital Press/Utah State University Press, 2017) argues for increased attention to the histories that people and their textual practices trace through their lifespans and lifeworlds. Kevin's work has appeared in journals including *Written Communication*, *Research in the Teaching of English*, *College Composition and Communication*, and in a number of edited collections as well.

**Sarah Summers** is Associate Professor of English at Rose-Hulman Institute of Technology. Her scholarly work focuses on graduate writing and using design thinking to teach writing. She teaches advanced writing courses including grant writing and digital writing as well as courses in disability studies and visual rhetoric.