



Contributors

Samer Annous is Assistant Professor of English and Coordinator of the graduate program in the Department of English at the University of Balamand (Lebanon). His research interests include English as a Medium of Instruction (EMI) policy in the MENA region and Lebanese identity and language learning.

Lisa R. Arnold, Director of First-Year Writing and Assistant Professor of English at North Dakota State University, was previously an Assistant Professor of English and Director of Communication Skills at the American University of Beirut. She has been published in *College Composition and Communication*, *College English*, *JAC*, and *Pedagogy*. She is currently drafting a book titled *An Imagined America: Writing Policies and Practices at the Syrian Protestant College, 1866-1920*.

James P. Austin is Assistant Professor of English at Fort Hays State University and holds a doctorate in Education from the University of California, Santa Barbara. Prior to this, he lived in Egypt for four years and taught writing at the American University in Cairo.

William DeGenaro is Associate Professor/Writing Program Director at University of Michigan-Dearborn. He was a Fulbright Scholar to Lebanon in 2010-2011 and currently serves on the Executive Committee of the Conference on College Composition and Communication. He writes about basic writing, service learning pedagogies, and working-class studies.

Rula Diab is Associate Professor of English at the Lebanese American University (LAU) in Beirut, Lebanon. She is the founding director of the LAU Writing Center. Her research interests include learners' and teachers' beliefs about second/foreign language learning, particularly second language writing; writing centers; and writing across the curriculum.

Michele Eodice is Associate Provost and Director of the OU Writing Center at the University of Oklahoma. She is a past president of the International Writing Centers Association and a current co-director of The Meaningful Writing Project. Eodice has had the privilege of traveling to visit writing centers around the world, including in the MENA region.

Juheina Fakhreddine holds an MA in education with emphasis on TESOL. She teaches academic writing at AUB Lebanon. She has extensive experience in teaching English as an L2 in high schools and universities across the country. She also co-authored a number of English language text-

books addressed to ESL/EFL students.

Aneta Hayes is Lecturer in Education at Keele University. She is interested in educational transitions, socio-cultural theory, and international/transnational education. In her work, Aneta has explored teacher, student and institutional identities, as well as the role of higher education institutions in international students' experiences.

Tom Highley is an adjunct professor and doctoral candidate in literacy at the University of Cincinnati. His research focuses on digital literacies, discourse analysis, and international university partnerships. Tom has worked in the MENA region as an educator and grant worker, co-teaching at Salahaddin University and conducting workshops across Iraq.

Amy Hodges is a postdoctoral associate at the Massachusetts Institute of Technology with a joint appointment at Singapore University of Technology and Design's writing center. Her teaching and research interests include multilingual writers, WAC/WID, and community literacy.

Rima Iskandarani completed her MA in Teaching English as a Foreign Language at the American University of Beirut, Lebanon. An avid believer in the inherent power of storytelling, Rima thinks that there is a child in every one of us. She is currently incorporating social media technologies to enhance students' engagement in learning in her courses.

Najla Jarkas is a Senior Lecturer and Assistant Director to Writing in the Disciplines in the Department of English at the American University of Beirut. Her recent research interests are in the fields of action research in academic English courses, the Literary Fantastic and Digital Humanities.

Holly Johnson is Associate Professor in the Literacy and Second Language Studies Program at the University of Cincinnati. She has worked on international projects for the last five years in Iraq, India, and Pakistan and is a Returned Peace Corps Volunteer. Her scholarship focuses on adolescent literacy and disciplinary literacy. Her publications include both books and articles in the field of literacy and teacher education.

Brenda Kent taught the writing component of the Ethics and Engineering course for Texas A&M University at Qatar. She has been involved in education for 30 years. Brenda has also worked as an editor for consulting firms and as an aide to a U.S. Congressman.

Malakeh Raif Khoury-Khayat studied English Literature and language at the American University of Beirut, Lebanon, where she currently teaches composition classes. She completed coursework for an Ed.D. in TESOL with the University of Leicester, UK. She has worked and is interested in curricular assessment, creative writing, translation and Arabic literature and language.

Nasser Mansour is Senior Lecturer in Science Education and Direc-

tor of MSc Educational Research at University of Exeter. He is interested in socio-cultural issues in education, scientific literacy, the relationship between religion and science education, learners' ideas, and misconceptions, and alternative frameworks for understanding education. His work explores teacher beliefs and practices and teacher professional development based on multi-cultural studies in science education.

Ryan T. Miller is Assistant Professor in the English Department at Kent State University. His research areas are second language reading and writing. His research investigates development of academic and discipline-specific writing skills and genre knowledge, and dual-language involvement and support of reading comprehension and reading sub-skills.

Anne Nebel is Senior Assistant Dean in the School of Foreign Service at Georgetown University Qatar. She teaches undergraduate writing courses and directs an academic support unit that includes the writing center. Her research interests focus on task-based language assessment, linguistic superdiversity, complexity theory and writing development, and critical discourse analysis.

Maureen O'Day Nicolas is Associate Professor at the University of Balamand in Lebanon. She has served as Chair of the Department of English at a time of comprehensive curriculum reform and Assistant Dean of the Faculty of Arts and Social Sciences. Her research interests include writing as a learning tool and teachers' professional development.

Saman Hussein Omar has a Ph.D. in the Modern American Novel and currently works as the Director of the Language Center at Salahaddin University-Erbil. He is interested in literary and pedagogic research. He also teaches Modern English Drama, Poetry, and the Novel at the English Department in Salahaddin University-Erbil.

Silvia Pessoa is Associate Teaching Professor of English at Carnegie Mellon University in Qatar. Her areas of interest are academic writing development and immigration. Her work informs pedagogical practices in writing in the disciplines and policy on immigration. She is currently involved in literacy intervention studies in various disciplines.

Lynne Ronesi is Assistant Professor in the Department of Writing Studies at the American University of Sharjah in the United Arab Emirates. Her research interests include participatory literacies, translanguaging, peer tutor training, and WAC/WID. Her work has appeared in the *Journal of Language, Identity, and Education*, the *Writing Center Journal*, and *Across the Disciplines* as well as in several edited collections.

Mysti Rudd serves as the Director of the Academic Success Center as well as Assistant Professor of English at Texas A&M University at Qatar.

She earned her Ph.D. in Composition/TESOL from Indiana University of Pennsylvania, specializing in the impact of teaching practices on the retention and engagement of first-year students.

Zane Siraj Sinno is Lecturer at the American University of Beirut, Lebanon. In 2008, she earned her doctorate from the University of Leicester (UK). She teaches Communication Skills Program courses at AUB. Her research interests are mainly in language, globalization, and power in the Arab world; language and identity in the Arab world; e-language use; and digital reading.

Michael Telafici is Instructional Associate Professor at Texas A & M University at Qatar, and he currently teaches Foundation English, First-Year Composition, and Technical Business Writing classes. He previously spent nearly a decade as a technical and professional writer. His research interests include critical pedagogy, language and identity, technology in education, and motivation.

Connie Kendall Theado is Associate Professor and Director of Graduate Studies in the School of Education at the University of Cincinnati. Her work appears in *JAC*, *Classroom Discourse, Language & Literacy*, and *Open Words*. Most recently, she co-edited a special issue of *Composition Studies* focused on writing instruction in multilingual, translingual, and transnational contexts.

Martha Townsend is Professor Emerita of English at the University of Missouri and former director of its internationally renowned Campus Writing Program. Townsend's publications have played a central role in the conceptualization and development of writing-across-the-curriculum programs in the United States and abroad. She is a former literacy consultant to the Ford Foundation.

Hacer Hande Uysal is Associate Professor and Director of the Gazi Academic Writing & Research Center at Gazi University, Ankara, Turkey. She received her MA in English Education and her Ph.D. in Foreign Language/ESL Education from the University of Iowa. Her research interests are second language writing, intercultural rhetoric, academic discourse, early language teaching, and language planning and policy.

Margaret Willard-Traub is Associate Professor of Composition and Rhetoric and former Director of the Writing Program at the University of Michigan-Dearborn. Her research and teaching interests include transnational and translingual pedagogies, feminist composition, reflection, scholarly memoir, genre studies, writing assessment, and critical pedagogy. Her articles have appeared in *College English*, *Assessing Writing*, *Rhetoric Review*, *Feminist Studies* and *Pedagogy* as well as in a number of edited collections.