

## Contributors

**Chiara Bacigalupa** is Professor of Early Childhood Studies at Sonoma State University. Dr. Bacigalupa's focus in recent years has been on working with her community to increase opportunities for early childhood professionals to earn advanced degrees. Her research and thinking has spanned different aspects of early childhood education, but her general orientation is to contribute to social justice efforts through helping increase our understanding of what children, families, and the professionals who work with them need most.

**Sophie Bell** is Associate Professor at St. John's University's Institute for Writing Studies. She teaches a first-year writing course titled "Race, Language, Writing, and Activism." Her scholarship looks at the intersections among American literature, education, race, and culture in nineteenth-century and contemporary contexts. She has published essays in *Studies in American Fiction*, the volume *The Children's Table: Childhood Studies and the Humanities*, and *Radical Teacher*. Her current project looks at her students' use of writing to increase their cultural competence in diverse classrooms.

**Susan Leigh Brooks** is Professor of English at Bethel University in St. Paul, Minnesota and completed her Ph.D. in Curriculum and Instruction/Literacy Education at the University of Minnesota-Twin Cities. The power of language fascinates her, and she is especially interested in exploring how literacy makes a difference for her preservice teachers and their students.

**Frankie Condon** is Associate Professor in the Department of English Language and Literature at the University of Waterloo in Ontario, Canada. Frankie's books include *I Hope I Join the Band: Narrative, Affiliation and Antiracist Rhetoric* and *The Everyday Writing Center: A Community of Practice* (both published by Utah State University Press). She is currently completing research for her next book, *Absolute Equality: The Radical Precedents of Post-Racial Rhetorics in the 21st Century*. This work is funded by a grant from the Social Sciences and Humanities Research Council of Canada. Frankie's articles have appeared in such journals as *College Teaching*, *Writing Center Journal*, and *Praxis*. In addition to her work as a teacher, scholar, and writer, Frankie frequently consults with secondary and postsecondary schools in the area of cultural competence and antiracism. She serves as an antiracism trainer and provides support for institutions seeking to develop antiracist leadership from within.

**John Dean** is an Adjunct Faculty Member in the Department of English at Chandler-Gilbert Community College. He graduated with his MFA from Texas State University.

**Rasha Diab** is Associate Professor of Rhetoric and Writing at The University of Texas at Austin. Her work focuses on the rhetoric of peacemaking and rights,

comparative rhetoric, and the history of rhetoric. She has recently published a book on reconciliation titled *The Shades of Sulh: The Rhetorics of Arab-Islamic Reconciliation*. Together, with Thomas Ferrel and Beth Godbee, she has been exploring how to make commitments to racial and social justice actionable (with special attention to the role of affiliation)—the project on which this chapter and previous articles in *Praxis* and *Across the Disciplines* are based.

**Thomas Ferrel** is Director of the Writing Studio, Lecturer, and a Ph.D. candidate at the University of Missouri-Kansas City and is a Co-Director of the Greater Kansas City Writing Project. Thomas has published in *Composition Forum*, *Praxis*, *Across the Disciplines*, and the NWP's *Projects in Action* series. His research focuses on critical pedagogy in relation to institutional social justice work and writing center studies. His current projects explore how teachers carry commitments to equity and principles from their classroom pedagogy into service work for their departments, home institutions, local communities, and professional disciplines.

**Beth Godbee** is Assistant Professor of English at Marquette University in Milwaukee, Wisconsin. She studies how more equitable relations can arise in collaborative writing talk, which includes attention to power, relationship-building, and epistemic rights and injustice. This study highlights writing in a range of settings, including among graduate writers and in community literacy programs. Among her publications are pieces in *Research in the Teaching of English*, *Community Literacy Journal*, *Feminist Teacher*, *Writing Center Journal*, and the edited collections *Writing Centers and the New Racism* and *Stories of Mentoring*.

**Dae-Joong Kim** is Assistant Professor of English Education at Kangwon National University in South Korea. His research considers critical theory, teaching literature to English-language learner, contemporary American fiction, etc. His recent research topics include passing in the context of bio-politics in contemporary American fiction, ethico-ontological pedagogy, and post-diaspora literature. His work has appeared in various literary journals and English education journals.

**Asao B. Inoue** is Associate Professor of Interdisciplinary Arts and Sciences, Director of University Writing and the Writing Center, a member of the Executive Board of CWPA, and the Assistant Chair to CCCC. Among his various articles and chapters on writing assessment and race and racism studies, his article, "Theorizing Failure in U.S. Writing Assessments" in *RTE*, won the 2014 CWPA Outstanding Scholarship Award. His co-edited collection, *Race and Writing Assessment* (2012), won the 2014 CCCC Outstanding Book Award for an edited collection. More recently, his book, *Antiracist Writing Assessment Ecologies: Teaching and Assessing for a Socially Just Future* (2015) was published by WAC Clearinghouse and Parlor Press. He has guest co-edited a special issue of *College English* on writing assessment as social justice, coming out in the fall of 2016, and is currently finishing a co-edited collection on the same topic.

**Timothy J. Lensmire** is Associate Professor in the Department of Curriculum and Instruction, University of Minnesota, where he teaches courses in literacy, critical pedagogy, and race. His early work focused on how the teaching of writing might contribute to education for radical democracy. His current research seeks to build descriptions of, and theoretical insights about, white racial identities, as part of a larger effort to figure out better ways to work with white students and teachers on issues of race and social justice.

**Calvin M. Logue** is Josiah Meigs Professor Emeritus of Communication Studies at the University of Georgia (U.S.A.). He received the Ph.D. in the history and criticism of public address from Louisiana State University in 1967. He has written on initiatives of African Americans under slavery, during reconstruction, and “after freedom.” The University of Georgia Research Foundation awarded Logue the Creative Research Medal for criticism of southern discourse.

**Aja Y. Martinez** is Assistant Professor of Writing Studies, Rhetoric, and Composition at Syracuse University. Her scholarship, published both nationally and internationally, focuses on the rhetorics of racism and its effects on marginalized peoples in institutional spaces. Her efforts as teacher-scholar strive towards increasing access, retention and participation of diverse groups in higher education.

**Deatra Sullivan-Morgan** is Associate Professor in the Department of Communication Arts and Sciences at Elmhurst College, Elmhurst, IL. Her research interests include the rhetorical coping strategies of marginalized communities and the subsequent identity building process. She teaches a variety of Communication classes including Interpersonal Communication, Intercultural Communication, Media Influences and Cultural Identity and Language, Identity and the Rainbow.

**Rebecca Nathan** is an educator and instructional designer with a focus on sharing culturally relevant research and programming with historically marginalized groups and communities. Within this work, Rebecca has developed a lens for understanding the ways in which educational systems impact children and families and often supports them in mitigating the adverse impact of such systems. Her publications include the creation of empowering spaces ripe with honest dialog, illustrious pages in adult coloring books and meaningful interruptions in oppressive systems.

**Bobbi Olson** is Assistant Professor of English and Director of the Writing Center at Grand View University in Des Moines, Iowa. Her research considers the politics of language teaching in both writing center and classroom contexts, and her work has appeared in *Praxis: A Writing Center Journal*, *Across the Disciplines*, and the edited collection *Tutoring Second Language Writers*.

**Jessica Parker** is Associate Professor of English at Metropolitan State University of Denver, where she directs the First Year Writing Program. Her areas of specialty include African-American literature, American literature, and hip hop studies. Her work with hip hop involves examinations of race, class, and gender,

and their intersections in identity creation for emcees and hip hop fans. Her current work in MSU Denver's First Year Writing Program focuses on implementing a program-wide translanguaging approach and on the continued growth of alternatives to remediation in order to close the equity gap.

**Charise Pimentel** is Associate Professor at Texas State University in the Department of Curriculum & Instruction within the College of Education, where her areas of specialty are in race and education, bilingual education, multicultural education, and critical media literacy. The courses she teaches include such titles as, Multicultural Teaching and Learning, The Politics of Language, Bilingual Education Principles and Practices, and Literacy Education for Culturally and Linguistically Diverse Children. She has published widely in top, peer-reviewed journals and has contributed several book chapters to edited books. Her most recent work is an edited book, *From Uncle Tom's Cabin to The Help: Critical Perspectives on White Authored Narratives of Black Life*. Dr. Pimentel has been recognized for excellence in the areas of teaching and scholarship, receiving the Presidential Distinction Award for Excellence in Teaching and in Scholarly, Creative Activities. She has also been recognized with publication honors such as "Most Cited," "Most Read," "Top Article," and "Featured Article" designations as well as a nomination for the NCTE award for Best Article Reporting Historical Research or Textual Studies in technical and Scientific Writing.

**Octavio Pimentel** is Professor in the Masters in Rhetoric and Composition Program housed in the Department of English at Texas State University. Critically trained in rhetoric, writing, and education, Dr. Pimentel has published extensively in these fields, specifically addressing critical issues of minoritized individuals in the composition and rhetoric field. His publications include two books: *Historias de Éxito within Mexican Communities: Silenced Voices* (Palgrave Macmillan, 2015) and *Communicating Race, Ethnicity, and Identity in Technical Communication*—with Dr. Miriam F. Williams—(Baywood Press, 2014), which won the 2016 Technical and Scientific Communication Award for Best Original Collection of Essays in Technical or Scientific Communication. Along with Dr. Cruz Medina, Dr. Pimentel is working on his third book, *Racial Shorthand: Coded Discrimination Contested in Social Media*. Additionally, Dr. Pimentel has published nearly 20 academic journal articles as well as presented in over 50 national and international conferences. Dr. Pimentel currently serves on the Editorial Board for the *College Composition and Communication Journal* as well as a CCCC Executive Committee Member.

**Mya Poe** is Assistant Professor of English at Northeastern University. Her research interest focuses on how people become better writers and what we mean by "better" writing. She is especially interested in what the answers to those questions mean for culturally and linguistically diverse students. She has co-authored *Learning to Communicate in Science and Engineering: Case Studies from MIT*, which won the CCCC 2012 Advancement of Knowledge Award, and co-edited *Race*

and *Writing Assessment*, which won the 2014 CCCC Outstanding Book of the Year. She also has guest-edited a special issue of *Research in the Teaching of English* on writing assessment and diversity and is guest-editing a forthcoming special issue of *College English* on writing assessment and social justice. In addition to being a series co-editor of the new Oxford Brief Guides to Writing in the Disciplines, she has two books under contract—a monograph entitled *Intended Consequences: What Students and Statistics Can tell Us About Writing Assessment* and a co-edited collection entitled *Writing Assessment and Social Justice*. Her articles have been published in *College Composition and Communication*, *The Journal of Writing Assessment*, and *The Journal of Business and Technical Communication*.

**Nathan Snaza** teaches modern English literature, educational foundations, and contemporary cultural theory at the University of Richmond. He is the co-editor of *Pedagogical Matters: New Materialisms and Curriculum Studies* (Peter Lang, 2016) and *Posthumanism and Educational Research* (Routledge, 2014). His essays have appeared in journals such as *Journal of Curriculum and Pedagogy*, *Journal of Curriculum Theorizing*, *Educational Philosophy and Theory*, *Educational Researcher*, *Symploke*, *Angelaki*, *Journal for Critical Animal Studies*, and *Critical Literacies: Theories and Practices*.

**Vershawn Ashanti Young** is a member of the faculty of arts at the University of Waterloo, Canada. He has also served on the faculties of the University of Iowa and the University of Kentucky. He teaches communication, English, and performance studies. He serves as a consultant to schools and organizations in the areas of cultural competency and diversity. He values collaboration and has authored or co-authored several books, including *Other People's English: Code Meshing, Code Switching, and African American Literacy* (Teachers College Press 2014). His articles have appeared in *African American Review*, *American Literary History*, *PMLA*, *College Communication and Composition*, *Journal of Advanced Composition* and *Souls*. For the past decade, he has been developing the concept of code-meshing, using multiple Englishes and dialects in formal written and oral communication in school and at work. For more on code-meshing and Vershawn, see <http://dr-vay2014.wix.com/vershawn-young>.