

Nabila Hijazi

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EDUCATION

PhD. in English Language and Literature: Concentration in Language, Writing, and Rhetoric
University of Maryland, College Park, 2020**M.A.** in English Language and Literature: Concentration in Language, Writing, and Rhetoric
University of Maryland, College Park, 2009Master's Project: "Global Issues Hindering Effective ESL Writing and Composition Teaching: Culture and Identity in Conflict Across Different Rhetorical Conventions"
Advisor: Shirley Wilson Logan

UTLP: University Learning and Teaching Certificate, 2009.

In collaboration with the Graduate School, UTLT provides professional development for graduate students in the area of teaching and learning in higher education. To receive the certificate, participants have to attend inclusion and diversity workshops, observe undergraduate classes, and write a teaching philosophy.

B.S. in Accounting, Minor in English Literature

University of Maryland at College Park, Magna Cum Laude, 2005

A.A. in Business Administration

Prince George's Community College, Magna Cum Laude, 2003

DISSERTATION

"Syrian Refugee Women in the Diaspora: Sustaining Families through Literacies."

Defended March 24, 2020.

Committee: Scott Wible (chair), Jane Donawerth, Jessica Enoch, and Sara Wilder.

In my dissertation, I draw on interviews and community-based work with Syrian refugee women in the Washington, D.C. region to examine the cultural, economic, and political dimensions of their Arabic literacy practices and English literacy learning in the United States. My research reveals how these Syrian refugee women use literacy to negotiate competing gendered expectations for their personal and public lives. I argue that these women utilize food-and craft-based Syrian literacy practices within the spaces of their homes both to pursue economic opportunities in the outside world and to strengthen their families' connections to linguistic, religious, and cultural traditions.

PUBLICATIONS

"Bodies in Conflict: Embodied Challenges and Complex Experiences." Inter-chapter in *Our Body of Work*, edited by Melissa Nicholas and Anna Sicari. Logan: Utah State UP, forthcoming 2022. 8 ts.

““Reclaiming Forgotten Literacies: Agency through Food Literacy.” *Food Justice Activism and Pedagogies: Literacies and Rhetorics for Transforming Food Systems in Local and Transnational Contexts*, edited by Eileen Schell, Pritisha Shrestha, and Dianna Winslow. forthcoming 2022. 20 ts.

“Zainab Al-Ghazali: Transgression or Affirmation of Gender Roles.” *Feminist Circulations: Rhetorical Explorations Across History And Geography*, edited by Jessica Enoch, Danielle Griffin, and Karen Nelson. Logan: Utah State UP, 2021. 62-82.

“We Cannot Teach Composition in Isolation--Anything We Say is Culturally Shaped.” Interview with Shirley Wilson Logan. *Composition Forum* 38 (Spring 2018).

“A Simple Translation Can Be a Language Barrier.” *The Bedford Guide for Writing Tutors* (6th edition). Leigh Ryan and Lisa Zimmerelli. Boston: Bedford/St. Martin’s, 2016. 61-62.

“Moving from the individual to the communal space through digital multimodal composing” *Online Learning Consortium* (formerly *The Sloan Consortium*). July 2014.
http://olc.onlinelearningconsortium.org/effective_practices/moving-individual-communal-space-through-digital-multimodal-composing

TEACHING

Postdoctoral Fellow, Loyola University Maryland, August 2021–Present
 English 101: The Art of Reading

Lecturer/Graduate Teaching Instructor, University of Maryland, College Park, 2006–2021
 English 101: Academic Writing (English 101, 101A, 101X, 101 Blended, 101 Online)
 English 281: Standard English Grammar, Usage, and Diction
 English 388V: Writing Internship-Undergraduate Teaching Assistants in Writing Programs
 English 388W: Writing Center Internship
 Journalism 181: Grammar for Journalists
 Women’s Studies/Comparative Literature 275: World Literature by Women
 Writing with Sources and Self-Editing: Graduate Writing Course (Co-teaching)

Adjunct Associate Professor, University of Maryland Global Campus, 2012–Present
 Fundamentals of Writing and Grammar (EDCP 103)
 Writing 101: Introduction to Writing
 Writing 111: Introduction to Academic Writing I
 Writing 112: Introduction to Academic Writing II
 Writing 391: Advanced Research Writing

TUTORING AND MENTORING WORK

University of Maryland at College Park

International Graduate Student Writing Consultant /Language Specialist, 2011-2014

Provide writing assistance to international graduate students

CTE International Teaching Fellow Mentor (ITF), 2010-2011

Mentor international graduate teaching fellows and teaching assistants
Teaching Assistant for JOUR181: Grammar for Journalists, 2008
 Teach lessons, hold office hours, and grade exams
Conversation partner for the Arabic Flagship Program, 2008
 Converse with students for whom Arabic is a second language
Writing Center Tutor, 2005-2006
 Help students enhance their writing skills

Prince George's Community College
Academic Tutor for Disability Support Services, 2008
 Provide one on one writing consultation to undergraduate students with disability

ADMINISTRATIVE EXPERIENCE

University of Maryland College Park
Writing Fellow, Graduate School Writing Center, 2016-May 2020
 I do weekly consultation, run "Write-Ins" for graduate students, and collaborate with the Teaching & Learning Transformation Center (TLTC) on certain events or workshops such as the Graduate Student Teaching Portfolio Retreat to support retreat participants. I assist the director train new fellows and create resources to effectively work with ESL graduate students.

Assistant Director, Academic Writing Program, January 2018-December 2019
 As assistant director, I developed curriculum, conducted programmatic assessments, and mentored new faculty in our program. I helped organize and facilitate professional development opportunities for new and experienced teachers. I developed workshops on topics that include nonnative English teacher of English identity and teaching ESL students.

Assistant Director, The Writing Center, 2013-2016
 I assisted in managing the daily operations, including scheduling all aspects of center instruction as well as supervising and mentoring undergraduate and graduate writing tutors and directly providing consultation as needed. I taught ENGL388W: The Writing Center Internship, which trains incoming interns as Writing Center tutors. I created a number of resources that focus on working with ESL writers. I developed workshops on topics that include personal statements, resumes, and intercultural rhetoric shaping teachers' responses to ESL students' writing needs.

Academic Writing Coordinator, Blended Learning Project for Academic Writing Program, 2011-2014
 I helped create the blended standard syllabus and course design for English 101: Academic Writing, train instructors from AWP for blended and online teaching, and provide substantive resources and face-to-face and online professional development activities for these instructors.

Coordinator, Symposium on Second Language Writing at Maryland, 2009
 I co-coordinated and co-planned a day-long symposium on ESL teaching, with Paul Matsuda, a leading expert, as keynote speaker.

Outreach ESL Literacy Program, Prince George's County, Maryland
Chair, Refugee English as a Second Language Adult (RESLA) Program, 2017-2018

I co-created the curriculum, hired teachers and trained them, helped with lesson planning, created assessment tools, and oversaw the success of the program. This program was designed specifically for refugee women, Syrian and Iraqi refugee women.

FELLOWSHIPS, GRANTS, AND AWARDS

National-Level Awards

The Council of Writing Program Administrators: CWPA Graduate Research Award for Writing in WPA Studies. “Reclaiming Forgotten Literacies-Agency through Functional, Rural and Food Literacies” essay. Honorable Mention, 2021.

CWPA Graduate Research Award for Writing in WPA Studies recognizes outstanding scholarship by graduate students writing on issues in writing program administration, issues of diversity and identity formation, and issues of relevance to diverse populations that interrogate power structures and privilege.

The Coalition of Feminist Scholars in the History of Rhetoric and Composition (CFSHRC) President’s Award. Honorable Mention, 2020.

The CFSHRC Presidents Dissertation Award is given to the author(s) of a recently completed doctoral dissertation that makes an outstanding contribution to the understanding of feminist histories, theories, and pedagogies of rhetoric and composition.

The Conference on College Composition and Communication (CCCC) Outstanding Teaching Award in the Emergent category. Semifinalist, 2021.

This award is presented annually to honor the discipline’s practitioners and make visible the best teaching practices of the field. The intent of this award is to honor teaching and CCCC members who do their primary work in the classroom every day.

Tom Waldrep Scholarship, 2018.

The Southern Writing Center Association awards the Tom Waldrep scholarship in the amount of \$400 to a graduate student working in a writing center. The award is tied to conference acceptance. Waldrep winners gain supportive feedback on their presentations and are noted in conference materials.

Global Society of Online Literacy Educators (GSOLE) Research Fellowship Award, 2017.

The Global Society of Online Literacy Educators (GSOLE) awarded a research fellowship in the amount of \$500 to scholars who are studying online literacy problems in digital composition.

CCCC Writing Program Certificate of Excellence (University of Maryland: Academic Writing Program, Professional Writing Program, and the Writing Center), Conference on College Composition and Communication, 2016-2017.

Travel Grant, Mid-Atlantic Writing Centers Association Conference, James Madison University, Harrisonburg, VA, 2015.

This grant helped to fund my trip to Mid-Atlantic Writing Centers Association Conference (MAWCA) 2015.

University of Maryland College Park

University-Level Awards

Ann G. Wylie Dissertation Fellowship, 2019.

This competitive semester dissertation fellowship (\$15K) is awarded to graduate students who have demonstrated excellent promise and progress in their dissertation process.

GRAD, Graduate Research Appreciation Day, First Place Prize, 2019.

Graduate Research Appreciation Day (GRAD) provides an on-campus conference-style venue in which graduate students from all academic backgrounds can share their research or work. GRAD recognizes and awards the best presentations. I won first place prize under the “Interdisciplinary Research from Social Sciences” Panel.

Adele’s Circle of Women 2019 Scholarship Graduate Student Finalist, 2019.

Adele’s Circle of Women grants annual scholarships to help deserving students who advance the role of women and girls in their academic studies and activities and who plan to further this leadership in their personal and professional lives.

Dr. James W. Longest Memorial Award for Social Science Research, 2018.

The Longest Award honors the memory and outstanding personal and professional achievements of Dr. James W. Longest. It provides \$2,000 to support doctoral dissertation research in the social sciences with potential benefits for small and/or disadvantaged communities.

ARHU Graduate Student Travel Grant, 2017.

This competitive travel award subsidized my travel to CCCC 2018 to present on the topic of my comprehensive exam, translanguaging writing.

Graduate Student Summer Research, 2017.

This fellowship from the UMD Graduate School in the amount of \$5,000 is awarded to students who can demonstrate that a summer of focused work will enable them to prepare for or complete a key benchmark. This fellowship funded my time, writing the prospectus and the IRB and designing the interview questions to collect data for my dissertation.

Goldhaber Travel Award, University of Maryland, College Park, MD, 2016.

This travel grant in the amount of \$250 from the UMD Graduate School funded my travel to the International Writing Centers Association Conference.

GRID, Graduate Research Interaction Day, First Place Prize, 2014.

Graduate Research Interaction Day (GRID) provides an on-campus conference-style venue in which graduate students from all academic backgrounds share their research or work. GRID recognizes and awards the best presentations. I won first place prize under the “Expressing Identities and Culturally Influenced Interactions” Panel.

CTE Summer Institute for New(er) Technology Fellow, 2012-2013.

Through the 2012 Summer Institute on Teaching with New(er) Technologies, I implemented a new technology in my “English 101: Academic Writing” course during the 2012-13 academic year. I shared my work with members of a peer learning community that met several times during a semester, and I presented my experiences and findings at the Innovations in Teaching and Learning conference during the spring 2013 semester. Participants were compensated in the amount of \$1500.

GRID, Graduate Research Interaction Day, First Place Prize, 2010.

Graduate Research Interaction Day (GRID) provides an on-campus conference-style venue in which graduate students from all academic backgrounds share their research or work. GRID recognizes and awards the best presentations. I won first place prize under the “Exploring Identities and their Expression” Panel.

Research Fellow, Robert H. Smith School of Business, Corporate Disclosure Project, 2005-2006.

Candidate for Commencement Speaker, 2005.

The Returning Student Scholarship Fund, 2003-2004.

The Charlotte W. Newcombe Foundation Scholarship is for returning students who are 25 years or older, who are admitted as an undergraduate at the University, and who have completed at least half the credits needed to complete a degree.

Department-Level Awards

English Department James A. Robinson Award for Excellence in Undergraduate Teaching, 2020. This award recognizes excellence in undergraduate teaching by a graduate student instructor in the English Department.

Center for Literary and Comparative Studies Grant: “Beyond the Classroom” Grant, 2019.

The Center for Literary and Comparative Studies funded my Fall 2019 Beyond the Classroom proposal for my CMLT 275: World Literature by Women course in the amount of \$500.

Outstanding Service to the Program and the Faculty and Student Communities Award, 2016.

The Academic Writing Program recognizes and honors the contributions of the Academic Writing faculty who advance the program.

University of Maryland Global Campus
Professional Achievement Award, 2017

The Office of the Provost, in conjunction with Faculty Development, gives the Professional Achievement Award to faculty who promote teaching excellence in their classroom and provide excellent, innovative educational opportunities for the students.

Prince George’s Community College

English Award, English and Humanities Division, 2003

This award is given by the chair of the English Department to top students based on academic merit and achievements.

PROFESSIONAL PRESENTATIONS*Invited: Keynote Presentations*

“Preparation for the Linguistic and Cultural Diversity through Intercultural Communication.” Keynote talk at Eastern Mennonite University Colloquium, Harrisonburg, Virginia. November 2017.

“Cultural and Linguistic Awareness.” Keynote talk for the Virginia Writing Center Association’s Writing Center Directors’ meeting. Arlington, Virginia. June 2015.

Conference Presentations

“Syrian Refugee Women in the Diaspora: Sustaining Families through Literacies.” Panel Presentation at the Middle East Studies Association Conference. Virtual Conference. October 2020.

“Academic Birth through Human Death.” Panel Presentation at the Feminisms and Rhetorics Conference. James Madison University, Harrisonburg, Virginia. November 2019.

“The Neglected Side of the Equation: Attending to the Role of the Nonnative, Multilingual Writing Tutor.” Consortium on Graduate Communication Summer Institute. George Mason University, Arlington, Virginia. June 2019.

“At the Intersections of Rhetoric and Feminism” Seminar Attendee. Rhetoric Society of America Institute. University of Maryland, College Park, Maryland. May 2019.

“Women Refugees: Performance of Literacies and Shared Agencies.” Panel Presentation at the Conference on College Composition and Communication Convention (CCCC). Pittsburgh, Pennsylvania. March 2019.

- “Bodies in Motion: Corporeality, Migrants, and Refugees.” Panel at the Northeast Modern Language Association Conference (NeMLA). Washington DC. March 2019.
- Symposium for Refugee and Migrant Partnerships. Attendee. Arlington, Virginia. March 2019.
- “International Teaching Assistant.” Panel Presentation at the Graduate Teaching Assistant Orientation. University of Maryland, College Park, Maryland. August 2019.
- “Empowering Women Refugees through Language Literacy.” Graduate Research Appreciation Day (GRAD). University of Maryland, College Park, Maryland. April 2018.
- “Translingual Practices: Promoting Social Justice Or Language Dilution.” Panel Presentation at the Conference on College Composition and Communication Convention (CCCC). Kansas, Missouri. March 2018.
- “Translanguaging Practice: Social Justice Or Language Integrity Dilution.” Camp Rhetoric. Penn State University, State College, Pennsylvania. February 2016.
- “Consultant Training and Supporting New Graduate Writers: New Challenges.” Panel Presentation at the International Writing Centers Association Conference. Pittsburgh, Pennsylvania. October 2015.
- “Bridging Relationships: Creating Connections Among Diverse Communities.” Capital Area Peer Tutoring Association (CAPTA Connects) Conference. George Mason University, Fairfax, Virginia. October 2015.
- “Teaching Partner Program: Professional Development through Safe Collaboration.” Lilly International Spring Conference. Bethesda Hyatt Regency, Bethesda, Maryland. May 2015.
- “Writing Center Administration: Researching and Teaching Together.” Panel Presentation at the 40th Writing Center Celebration. University of Maryland, College Park, Maryland. April 2015.
- “Cultural and Rhetorical Strategies for Improved Tutor Training.” Mid-Atlantic Writing Centers Association Conference. James Madison University, Harrisonburg, Virginia. April 2015.
- “Extending A Helping Hand: Achieving Effective Teaching Practices Through International Teaching Fellows (ITF) Mentoring Program.” The 8th Annual Spring TESOL Graduate Student Mini-Conference. University of Maryland Baltimore County, Baltimore, Maryland. March 2015.
- “Cultural and Rhetorical Momentums Driving ESL Students’ Writing Choices.” Camp Rhetoric. Penn State University, State College, Pennsylvania. February 2015.
- “Teaching and Learning with New(er) Technologies.” NCTE Annual Convention. Gaylord National Resort and Convention Center, Washington DC. November 2014.
- “Digital Rhetoric and Composition.” Lilly International Spring Conference, Bethesda Hyatt Regency, Bethesda, Maryland. May-June 2014.
- “Creating Effective Tutoring Sessions with ESL Students: A Guide to Grammatical and Structural Differences in Foreign Languages.” Mid-Atlantic Writing Centers Association Conference. Salisbury University, Salisbury, Maryland. April 2013.
- “Expressing Identities and Interactions through Digital Multimodal Composing.” Graduate Research Interaction Day (GRID). University of Maryland, College Park, Maryland. April 2014.
- “International Teaching Fellows (ITF) Mentoring Program: A Step towards More Effective Teaching Practices.” Annual Lilly Conference on College and University Teaching. Washington DC. June 2013.

- “Moving from the individual to the communal space through digital multimodal composing.” Innovations in Teaching and Learning Conference and CTE Teaching with Newer Technology (TNT) Summer Institute. University of Maryland, College Park, Maryland. April 2013.
- “US Universities and International Students Assistants: Nurturing a Mutually Beneficial Relationship.” Annual Lilly Conference on College and University Teaching. Washington DC. June 2012.
- “So, You Want to Teach a Blended Learning Class: Lessons from the Pilot.” Innovations in Teaching and Learning Conference. University of Maryland, College Park, Maryland. April 2012.
- “Exploring How Peer Interaction Using Wikis Influences ELLs’ Rhetorical Analysis: A Journey of Rhetorical Transformation.” Round Table Presentation. Annual Lilly Conference on College and University Teaching. Washington DC, June 2011.
- “Exploring How Peer Interaction Using Wikis Influences ELLs, Rhetorical Analysis Learning: A Journey of Rhetorical Transformation.” Innovations in Teaching and Learning Conference. University of Maryland, College Park, Maryland. 2011.
- “Communicating Research: The Value of Conferences and Research Travel.” Panel Presentation. Graduate Research Interaction Day, GRID. University of Maryland, College Park, Maryland. April 2011.
- “Teaching with New(er) Technologies.” Second Language Research Forum, SLRF. University of Maryland, College Park, Maryland. October 2010.
- “Teaching with New(er) Technologies.” Humanities and Technology Association, HTA. University of Maryland, College Park, Maryland. October 2010.
- “A Contrastive Rhetoric Approach for an Enhanced Mission of Teaching Second Language Writing.” Graduate Research Interaction Day, GRID. University of Maryland, College Park, Maryland. April 2010.
- “Are We Prepared to Teach ESL Students in Mainstream Classes?!” The Twentieth Annual Conference on Teaching English Grammar, ATEG. University of Maryland, College Park, Maryland. July 2009.
- “Global Issues Hindering Effective ESL Writing and Composition Teaching: Culture and Identity in Conflict across Different Rhetorical Conventions.” Praxis, Pedagogy, People: Writing Studies in the DC Metropolitan Area. George Washington University, Mt. Vernon Campus. January 2009.
- “The Neglected Side of the Equation: The Role of the ESL, Nonnative Tutor.” College English Association Middle Atlantic Group. Rockville, MD. March 2008.
- “ESL Students in English 101,” Graduate Research Interaction Day, GRID, the University of Maryland, College Park, Maryland, April 2007.
- “The Neglected Side of the Equation: The Role of the Nonnative Tutor.” Mid-Atlantic Writing Center Association Conference. Annapolis, MD. April 2006.
- “The Role of the ESL Tutor.” Undergraduate Research Day. University of Maryland, College Park, Maryland. April 2006.

Workshop Presentations

- “Graduate Student Circle.” Panel Discussion. Graduate School Writing Center. University of Maryland, College Park, Maryland. August 2020.

- “Rhetoric, Migration, and Mobility.” Attendee. Rhetoric Society of America Institute. University of Maryland, College Park, Maryland. May 2019.
- “Teaching Writing to ESL Students: Balancing Error Correction and Motivation.” Academic Writing Program Professional Development Day. University of Maryland, College Park, Maryland. January 2019.
- “Reflections on Teaching as a Multilingual, Bilingual, or Non-Native English Instructor.” Academic Writing Program Professional Development Day. University of Maryland, College Park, Maryland. January 2018.
- “Teaching in the US.” Series of webinars. Center for the Integration of Research, Teaching & Learning (CIRTL). University of Maryland, College Park, Maryland. September 2016-August 2017.
- “UTA Instructor Panel.” University of Maryland, College Park, Maryland. October 2016.
- “Thesis Statements.” Northwood High School Writing Day. University of Maryland, College Park, Maryland. October 2016.
- “Strategies for Teaching Multilingual Writers.” Academic Writing Program Professional Development Day. University of Maryland, College Park, Maryland. January 2015.
- “Second Language Learners in Regular English 101 Sections.” Academic Writing Program Professional Development Day. August 2010.
- “Experienced GTA Skits and Question & Answer.” Graduate Teaching Assistant Orientation. University of Maryland, College Park, Maryland. August 2009.
- “International GTA Question and Answer.” Graduate Teaching Assistant Orientation. University of Maryland, College Park, Maryland. August 2009.
- “New Instructors Q & A.” Academic Writing Program Professional Development Day. University of Maryland, College Park, Maryland. 2009.

PROFESSIONAL ORGANIZATION

Conference on College Composition and Communication
 Global Society of Online Literacy Educators
 Global Rhetorics Podcast
 Middle East Studies Association
 National Council of Teachers of English
 Phi Beta Kappa
 Rhetoric Society of America

SERVICES

Loyola University Maryland
 Faculty advisor, Loyola Rhetoric Society (student club), September 2020-present.

University of Maryland College Park
University Service

- Member, First-Year Book Committee, 2012—2021.
- Reviewer and judge, Graduate Research Interaction Day, GRID, April 2015.

Departmental Service

- Member, Editorial Committee, *Interpolations: A Journal of First Year Writing*, 2009—2021.

- Member, Writing Committee, 2017—2020.
- Volunteer, Maryland Conference on Academic and Professional Writing, October 2014.
- Teaching Partner, Academic Writing's Teaching Partner Program, 2012-2016.
- Member, Editorial Textbook Committee, Engagements with Rhetoric—English 101: Introduction to Academic Writing textbook, 2009.
- Member, Editorial Team, ENGL 101: Research & Library Skills Exercises, 2007.

Professional Service

James Madison University

- Reviewer, Mid-Atlantic Writing Centers Association Conference, Virginia, April 2015.

Community Service

Outreach ESL Literacy Program, Prince George's County, Maryland

- Chair, Refugee English as a Second Language Adult (RESLA) Program, 2017-2018.

LANGUAGES

Fluent in Arabic