Abir Ward

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Education

2022 Indiana University of Pennsylvania
Ph.D. in English: Composition and Applied Linguistics
Dissertation: The Literacy Publishing Practices of Multilingual Science Researchers and the Challenges Burdens of Publishing in Lebanon
Dissertation Chair: Dr. David I. Hanauer
Delivered graduating class valedictory address

2010 Lebanese American University
M.A. in Comparative Literature (Arabic/English)
Thesis: The Motifs of Eyes and Feet in Irish and Lebanese Poetry, Dance, and Caricature: Resistance and Rebellion of the Suppressed Voice.

2004-2005 San Jose State University
M.A. in English (degree not completed)

2002 San Jose State University
B.A. in English Language and Literature (Honors in English)
Co-founder of the English Society
Co-founder of the Arab Club

Professional Experience

2026-Present Boston University
Senior Lecturer at the College of Arts and Sciences Writing Program

2022-2025 Boston University
Lecturer at the College of Arts and Sciences Writing Program

English Language Learning courses (WR 111 & WR112); WR 120 (on the topics of linguistic injustice and folk dance as a political resistance); WR 318 (public speaking); and SJ 101 on Social Justice.

2014-2022 American University of Beirut

Full-time Instructor at the Department of English
Composition, technical writing for engineers, advanced academic writing, and English for international business.

Lecturer at the Suliman S. Olayan School of Business
Executive communication for EMBA classes and cross-cultural communication for MBA classes.

2007-Present Ward4Words

Speech writing and speech delivery coach
Also worked as reviewer, editor, copyeditor, and technical writer

2013-2014 Solidére

Business English Instructor
Solidére is a Lebanese joint-stock company that planned and redeveloped Beirut Central District following the conclusion of the Lebanese Civil War.

2013-2014 American University of Beirut

SAT mechanics instructor at the University Preparatory Program

2007-2014 Lebanese American University

English language, world literature, rhetoric, and public speaking, instructor.

2000-2004 San Jose State University

Teaching Assistant to Dr. Linda Mitchell

Research Publications

Heise, M., Bernstein, S. N., Choi, C., Green, A., Rosa, M., Ward, A. (2026). Our Overlooked Stories: Methodological Intervention of Arts-based Inquiry. In Hardin, W. and Kiernan, J. E. (Eds.), *Narratives of Persistence and Survival: At the Intersection of Neurodivergence, Academic identity, and Systemic Ableist Structures.*[1]

Ward, A. (2026)

[1] Peer Reviewed

The Geopolitical Power of English in a Post-Truth Era: Linguistic Injustice and the Architecture of Global Knowledge. In S. Sundvall, C. Alford, I. Allen (Eds.), *Rhetoric Before and Beyond "Post-Truth."* University of Pennsylvania Press.[2] (Forthcoming)

Ward, A., Beauvais, C., Bennett-Zendzian, A., Kent, J., McDonough, M.S. (2025). Partnering with Students with Disabilities: Informed Practices and Support Networks. In G. Park, Q. Charles, S. Tanghe and M. Webb (Eds.), *Radical Inclusivity: Critical Language Awareness in the Language and Writing Classroom.* Multilingual Matters.[3]

Fairley, M., Bhuyian, N., Ward, A. (2025)
Exploring Identity Constructions of Transnational Language Teachers in the MENA: A Trioethnography. (Under review)

Bhuyian, N., Ward, A. (2025)
Dissertating in the Midst of Multiple Crises: A Collaborative Autoethnography of Two Transnational Doctoral Students.[4] In E. Trinh, L. J. Pentón Herrera, & B. Yazan (Eds.), *Autoethnographies of border-crossing and in-betweenness of International Doctoral Students' Voices in the United States.* Brill.

Ward, A. (2020)
Learning ownership through the use of photovoice in the production of an academic reader. In C. Chen & L. Wilkes (Eds.), *The Proceedings of the Annual Computers and Writing Conference 2019* (pp. 57-69). Fort Collins, Colorado: The WAC Clearinghouse. doi: 10.37514/PCW-B.2020.1039.2.05[5]

Ward, A. (August 2020)
Social justice pedagogy: Crossing the borders of self and language-teacher identity. *TESOLers for Social Responsibility. http://newsmanager.commpartners.com/tesolsris/issues/2020-08-06/4.html*[6]

Ward, A. (2009)
Women of the Lebanese Mountains: A fight for edification. *Women's Studies International Forum*, Elsevier, *32*(5).

[2] Invited and peer reviewed

[1-4] Double blind peer-reviewed

[6] Invited and peer reviewed

General Publications

2018 Ward, A., Hodeib, H., Lincoln, K., Moughabghab, E., Rantisi, R., Sinno, Z. (Eds.), *Pages Apart*. Educart, 2018. Print.

2015 Sinno, Z., Bioglu-Karkanawi, L., Fleszar, D., Jarkas, N., Moughabghab, E., Nish, J., Rantisi, R., and Ward, A. (Eds.), *Shifting Narratives*. Educart, 2015. Print.

Nov. 5, 2011 Ward, Abir. "The Gender Politics of Lebanese Pop Music." *Newsletter*. Lebanese American University.

Academic Presentations

Dolphin, G, Ward, A. (2026, July 9)
Thinking About Thinking: Scientists' Reflections on Science as a Pathway to Scientific Literacy. **International History, Philosophy, and Science Teaching (IHPST Biennial Conference).** Lisbon University.

Ward, A. (2026, April 7)
AI as a Scaffold, Not Substitute: A five-minute case for developing confidence in multilingual writers & a call for reading-first pedagogy. **Symposium on Writing in Higher Education: What is the Role of AI?** Boston University's AI Development Accelerator and The Institute for Excellence in Teaching and Learning. **(Part of a discussion panel)**

Blumenthal, H., Allbritton, D., Wunsch, O., Ward, A. (2024, November 15)
How students are engaging in critical public and digital humanities efforts on Wikipedia. **National Humanities Conference** in Providence, Rhode Island.

Ward, A., Bennett-Zendzian, A., Beauvais, C., Kent, J.; & McDonough, M.S. (2024, June 21)
Gaming, self-care journaling, and shared note-taking: How to Partner with twice exceptional students and students with disabilities. **Computers & Writing**. Texas Christian University.

Ward, A (2024, March 8)
Strategies for Centering Students' Experiences and Embracing Diversity. **Northeast Modern Language Association (NeMLA),** Boston.

Ward, A (2023, May 4)
Accessibility is our Response-Ability: How to better Design Justice-oriented Classes for Neurodiverse Students

Re-framing Sustainable Development: Approaches to Research, Pedagogy, and Practice. **Lebanese American University**, School of Arts and Sciences

Ward, A., Bennett-Zendzian, A., Beauvais, C., Kent, J.; & McDonough, M.S. (2023, March 17)
Partnering with Students with Disabilities: Informed Practices and Support Networks
Twelfth International Conference on Effective Teaching and Learning in Higher Education. American University of Beirut, Beirut, Lebanon.

Ward, A. & Moghabghab, E. (2022, May 20)
Social Media Activism as a Form of Multiliteracy in the Lebanese Uprisings
Computers and Writing, East Carolina University Greenville, North Carolina, United States.

Ward, A (2022, May 20)
CCCC Wikipedia Initiative for Knowledge Equity in Writing Studies in Coverage (Panel)
Computers and Writing, East Carolina University Greenville, North Carolina, United States.

Ward, A (2022, Apr 8)
Representation of Arab Women on Wikipedia: Student Engagement in Culture-Oriented Writing Projects. **12th International Conference on Effective Teaching and Learning**. American University of Beirut, Beirut, Lebanon.

Ward, A (2022, Jan 28)
Using Community Building Exercises to Teach Digital Writing Skills
GSOLE Online Conference 2022

Ward, A (2021, Oct 8-10)
2Rāth: To Digitally Preserve Arab Literary Heritage.
WikiConference North America 2021

Ward, A (2020, May 14-17)
Preserving Literary Heritage: A Collaboration between Wikipedia, AUB Libraries, and the Communication Skills Program as a form of Activism.
Computers and Writing, East Carolina University Greenville, North Carolina, United States. https://candwcon.org/2020/ [Cancelled due to Covid-19]

Ward, A. & Charafeddine, F. (2020, January 15-18)
Love Triangle: A Collaboration between Wikipedia, AUB Libraries,

and Communication Skills Courses in Teaching Academic Writing. **American International Consortium for Academic Libraries**. Kuwait City, Kuwait

Ward, A. (2019, June 20-22)
How Students Learn Ownership through the Use of Photovoice. **Computers and Writing**. Michigan State University, Michigan, United States. http://www.digitalwriting.org/CWCON_FINAL_PROGRAM.pdf

Ward, A. (2019, February 15-16)
Photovoice in the Compilation of a Locally Produced Academic Reader. The **Ninth International Conference on Effective Teaching and Learning**. American University of Beirut, Beirut, Lebanon.

Jarkas, N. Fakhreddine, J. & Ward, A. (2017, February 11-12)
Digitally Enhanced Collaborative Research Writing and the Question of the Author. **The Seventh International Conference on Effective Teaching and Learning in Higher Education**. American University of Beirut, Beirut, Lebanon.

Academic Poster Presentations

Ward, A (2022, Mar 11)
2Rāth: When Heritage Revamps Traditional Writing Classrooms
Digital Praxis CCCC Chicago, IL 2022 (online)

Invited Keynote/Guest Presentations

Ward, A (2024, Nov 19)
The Impact of Post-truth on Linguistic Injustice in the Arab World. Boston University—Dr. Margaret Litvin's LY 572.

Ward, A (2023, Aug 29)
How Teaching with Wikipedia Revolutionizes Higher Education Classrooms
Wikipedia Education

Ward, A (2022, November 28)—Lightening Talk
"Linguistic Justice: The Myth that became a Buzzword." Boston University—Center for Teaching and Learning

Ward, A (2022, October 3)—Podcast
The Big Rhetorical Podcast: Emerging Scholar Series. Episode 111: Dr. Abir Ward. By Dr. Charles Woods

Ward, A (2022, May 6)
Graduating class valedictory address. Indiana University of Pennsylvania

Ward, A (2022, February 3)—Podcast
TWIY EP3: Dr. Abir Ward: Applied Linguistics Expert and TEDx Trainer

Ward, A (2022, May 17)
When the Sum of All Knowledge Doesn't Quite Add Up: How Students are Tackling Knowledge Equity on Wikipedia
Wikipedia Education

Ward, A (2022, April 29)
The Cultural Politics of Representation
International Biodiversity Day at the American University of Beirut

Professional Activity

2023- Present	Curator and speaker trainer. TEDxBU.
Jan-April 2023	Consultant and trainer at the *Athar portal and dissemination training for researchers in the Arab region* supported by Carnegie Corporation of New York and directed by Dr. Sari Hanafi. Designed, recorded, and delivered four modules in Arabic on how to present and disseminate research in academic settings. https://atharportal.net/courses
2022-Present	Member of the 7C's Committee on Computers in Composition and Communication
2022-Present	The Qualitative Report (TQR) Reviewer & editor
Feb 2, 2022	Organizer of Lebanon's second Art + Feminism Edit-a-thon part of 2Rāth's effort to bridge the gender gap in representation of Arab women on Wikipedia. In collaboration with CCCC Wikipedia, MEPI, AUB Libraries, AUB Press, and Women and Gender Studies (AUB).
Nov 18, 2021	Organizer of Lebanon's first Art + Feminism Edit-a-thon part of 2Rāth's effort to bridge the gender gap in representation of Arab women on Wikipedia.
2021-2022	CCCC Wikipedia Graduate Fellow. Mentor: Dr. Charles Bazerman.

2021	Emirates Literacy Foundation collaborator. 2021. Creating 15,000 Wikipedia pages about Arab authors.
2021-2022	Wikipedia Education mentor. 2021-2022.
Feb 2020	Peer reviewer. Peer-reviewed an article for the WPCT--Inspiring Pedagogical Connections (an academic journal that publishes articles on the intersections of composition, applied linguistics, and pedagogy).
Mar 2019	Peer reviewer. Peer-reviewed two articles for the WPCT--Inspiring Pedagogical Connections (an academic journal that publishes articles on the intersections of composition, applied linguistics, and pedagogy).
2016-2019	Writer and Assessor of the English Entrance Exam. AUB.
2013	Public speaking trainer. Effet.
2007-2008	Copywriter, translator, & editor. Bank of Beirut.
2006	Executive Coordinator of the international conference "Discrimination and Tolerance in the Middle East," Lebanese American University. Humanities Division. 2006.
2006-2007	Graduate Assistant. Lebanese American University. Department of English.
2000-2002	Teaching Assistant. San Jose State University. Department of English.

Professional Editing

2013	Translator. Intercai Mondiale Limited. Management consultancy for the telecommunications, media, and IT sectors.
2013	Reviewer and editor. Lebanese American University: Academic Catalog.
2013	Compiler. *Read, Reason, Write: An Argument Text and Reader* (LAU Special Edition).
2015	Book reviewer. *The Third Sex*. Joumana Haddad. Al-Saqi.

2012	Reviewer. *Superman is an Arab*. Joumana Haddad. Westbourne Press.
2010	Translator and editor. United Nations Development Program. Mainstreaming conservation of migratory soaring birds into key productive sectors along the Rift Valley/Red Sea Flyway.
2007	Data collector and reviewer. *Masculine Identity in the Fiction of the Arab East since 1967* by Samira Aghacy.

Trainings/Workshops Conducted

Jan. 24 – Apr. 18, 2026
Mentor. Cambridge International Diploma in Teaching and Learning. Cambridge Assessment International Education. **University of Cambridge.**

Mar. 16, 23, 30, & Apr. 6, 2026
Facilitator. Faculty Seminar on Teacher Identity in the Writing Classroom. **Boston University**. https://www.bu.edu/teaching-writing/research-and-professional-development/faculty-seminars/teacher-identity-in-the-writing-classroom/

Sept. 24, 2025 — Trainer. "Glosso What? Speak Fearlessly in Public." Speaker training workshop for WR 318 and WR415 students at **Boston University**.

Nov. 18, 2024 — Trainer. "Deliver a Talk like a TED Head." Speaker training workshop for WR415 students at **Boston University**.

Nov. 8, 2023 — Trainer. "How to Deliver Effective Scientific Presentations." Speaker training workshop for evolutionary biology students at **Boston University**.

Nov. 8, 2023 — Trainer. "Deliver a Talk like a TED Head." Speaker training workshop for WR415 students at **Boston University**.

April 6, 2023 — Trainer. "Deliver a Talk like a TED Head." Speaker training workshop for WR415 students at **Boston University**.

Mar 5, 2022 — Trainer. "Public Speaking for Professional and Business English." MBA program at the Olayan School of Business, **AUB**.

Feb 26, 2022	Trainer. "Public Speaking for Professional and Business English." Online MBA program at the Olayan School of Business, **AUB.**
May 4-7, 2021	Trainer. "Writing & Editing your Research." Continuing Medical Education Office (CRI), **AUB.**
Feb 6, 2021	Trainer. "Public Speaking for Professional and Business English." Online MBA program at the Olayan School of Business, **AUB.**
Nov 6, 2020	Workshop facilitator. Science Writing Seminar. School of Nursing, **AUB.**
Jan 10, 2020	Trainer. AMENAH II. Communication Skills Training for Peer Educators and Community Workers. American University of Beirut.
Feb 2019	Trained Hassan Slika, AUB's representative, for the English-Speaking Union's National Public Speaking Competition that took place at the Lebanese American University.
Nov 2017	Trainer. "Communication and Writing Skills for Graduating Seniors." Department of Industrial Engineering. **AUB.**
Apr 4, 2017	Trainer. "Communicating Across Cultures." The Leadership Program at the Office of Student Affairs. **AUB.**
2015	Trainer. United Lebanon Youth Project (ULYP). Helped prepare and train 90 Palestinian students from various UNRWA schools to take and pass the SAT.
May 10, 2014	Workshop facilitator. "Trash Poetry." The 4th Annual Haas Mroue Creative Writing Workshop. Lebanese American University.
June 10, 2011	Founder/facilitator. The Annual Haas Mroue Creative Writing Workshop. Lebanese American University.
2010	Workshop facilitator/trainer. Creative writing workshops at the Lebanese American University as part of Beirut World Book Capital. Center for Lebanese Heritage. Lebanese American University.
May 15, 2009	Founder/organizer. Lebanese American University's First Annual Poetry Competition.

Professional Training Received (2019 Onward)

Fall 2024	Faculty Seminar at Boston University: "Critical AI Literacy."
Fall 2023	Faculty Seminar at Boston University: "Generative AI: What Does it Mean to Us?"
Fall 2022	Faculty Seminar at Boston University: "Partnering with Students with Disabilities."
October 22, 2021	Getting Started with WikiProject Writing Workshop.
September 1, 2021	Writing a Wikipedia Assignment (Webinar). Facilitated by Helaine Blumenthal (Senior Program Manager at Wikipedia Education).
August 31, 2021	Publishing in academic Journals: How to increase your chance of acceptance (Webinar). Taylor and Francis. Facilitated by Victoria Babbit.
May 4-7, 2021	Publishing your Medical Research. Continuing Medical Education Office (CRI), AUB.
November 5, 2020	Grant writing workshops. Part of IUP's Professionalization Workshops (Webinar). Facilitated by Matthew Vetter & Melanie Holm.
Fall 2019 & 2020	Teacher-training session in how to use and implement Wikipedia component in one's classrooms. Wikipedia Education.
April 25, 2020	Trust-building and criticality. Lebanese American University. Facilitator: Reine Azzi.
March 7, 2020	Teacher knowledge and identifying assumptions and givens (Standard English and native speaker fluency). Lebanese American University. Facilitator: Reine Azzi.
May 9, 2020	*Languaging* and common fallacies. Lebanese American University. Facilitator: Reine Azzi.
May 16, 2020	Course material and target culture. Lebanese American University. Facilitator: Reine Azzi.
May 23, 2020	Critical 'political' teacher training and development. Lebanese American University. Facilitator: Reine Azzi.

May 4-5, 2019	Collaborative Digital Liberal Arts Pedagogy: Integrating Projects and Methodologies into Your Course—Jeff McClurken. Digital Humanities Institute, Beirut.
May 3, 2019	Introduction to Digital Editing Using TEI—Till Grallert. Digital Humanities Institute, Beirut.
Spring, 2019	The Scholarly Identity workshop part of IUP's professionalization workshops. The workshop illumined the arts of CV writing by explicating the difference between résumés and CVs, explaining the structure, rhetoric, ordinality of categories and CV list hierarchies, and exploring strategies for building and tailoring CVs to jobs and contexts.

Conferences, Forums, and Symposia Attended (2017 onward)

May 31-Jun 1, 2024	*13th Annual Summer Institute*. Boston Rhetoric and Writing Network (BRAWN). UMASS Boson.
June 2 & 3, 2023	*12th Annual Summer Institute*. Boston Rhetoric and Writing Network (BRAWN). Harvard University Baker Center.
July 12, 2019	Composition and Applied Linguistics Summer Program Research Forum held at Indiana University of Pennsylvania.
2019	Symposium on Teaching and Learning held at the Rafic Hariri University (HRU).
Feb 15-16, 2019	*The Ninth International Conference on Effective Teaching and Learning*. American University of Beirut.
2018	Symposium on Teaching and Learning held at Université-Saint Esprit de Kaslik (USEK).
2017	Symposium on Teaching and Learning held at University of Balamand.
February, 2017	*The Seventh International Conference on Effective Teaching and Learning in Higher Education*. American University of Beirut. Beirut, Lebanon.

Service Activities/Community Projects

November 13, 2025	Boston University: Organized the Writing Program's second Celebration of Multilingual Writing in collaboration with the Howard Thurman Center, Global Programs, BU Libraries, the Center of English Language and Orientation Programs, and BU HUB. The event featured multilingual work by BU faculty, staff, and students in oral and written forms and attracted close to 500 attendees.
November 13, 2024	Boston University: Organized the Writing Program's first Celebration of Multilingual Writing in collaboration with the Howard Thurman Center, Global Programs, BU Libraries, the Center of English Language and Orientation Programs, and BU HUB. The event featured multilingual work by BU faculty, staff, and students in oral and written forms and attracted close to 500 attendees.
February 16, 2024	Boston University: Organized with Malavika Shetty, Rachel Dweyer, and A'Llyn Ettien from BU Libraries a Women in Science Edit-a-thon to bridge the well-documented gender gap on Wikipedia. This project was in collaboration with the University of Southern California (USC) and the American University of Beirut (AUB).
September 2023	Boston University: New Faculty Panel—Faculty Orientation to speak to new faculty at BU and answer their questions.
2018-2020	Participant with English 203, 204, 206 students in the 13th, 14th, & 15th annual IBDAA poster forum. In collaboration with the Nature Conservation Center, IBDAA addresses a sustainable development goal affecting Lebanon and the region through youth innovation and ideation.
2019-2022	Member. Women Faculty Alliance. AUB.
2020-2022	Member. eLearning Committee at the Faculty of Arts and Sciences. AUB.
2019-2022	2Rāth Wikipedia Project. This project's aim is to digitize the Lebanese and pan-Arab literary heritage by researching and producing articles about Lebanese and Arab authors who have no digital presence on the Web. This is in collaboration with JAFET Librarians at AUB and English 203 students.
2019	Judge. AUB's 25th Annual Science, Mathematics, and Technology Fair.
2016-2022	Co-curator and speaker trainer. TEDxAUB.

2016	Organizer. Spoken word poetry workshops with Dasha Kelly Hamilton (Spoken Word Poet of the Year).
2017-2022	Faculty Advisor. Toastmasters, AUB Chapter.
2017-2022	Faculty Advisor. Health Club at AUB.
2013-2022	Faculty Advisor. Syrian Cultural Club at AUB.
2016	Faculty Advisor: Live Love AUB.
2015	Organizer. AUB's Student Academic Conference (with Kathryn Ruth Lincoln).
2016-2017	Chair. Celebration of Student Writing. AUB.
2014	Member of the Committee. Celebration of Student Writing. AUB.
2012-2016	Speaker trainer & member of the organizing committee. TEDxLAU.
2011-2013	Initiator, curator, and trainer. Haas Mroue Creative Writing Workshop**.** Lebanese American University.
2009-2010	Organizer of creative writing workshops. Center for Lebanese Heritage (Henri Zoghaib).
2007	Founder and organizer. LAU's Annual Poetry Competition. Lebanese American University.
2001	Founding member of the English Society at San Jose State University.
2000-2005	Organizer of poetry readings and cultural events. San Jose State University.

Grants and Fellowships

August 2024	Professional Development Grant. Boston University. College of Arts and Sciences. $335.
June 2024	Salaried Lecturers and Instructors Professional Development fund from the Center for Teaching & Learning at Boston University. $1200.

June 2023	Salaried Lecturers and Instructors Professional Development fund from the Center for Teaching & Learning at Boston University. $1500.
2021-2022	Wikimedia Foundation. $1500. Rapid grant for the Art + Feminism Edit-a-thon organized at AUB in November 2021 and February 2022.
2021-2022	United States Department of State Middle East Partnership Initiative and the AUB Tomorrow's Leaders Gender Scholars Program (MEPI-TLS). $5000. Research grant for gender and women's studies.
2021-2022	CCCC Wikipedia Graduate Fellowship Program. $2000.
December 2020	Ford Foundation. $1 Million USD. Collaborated on the writing of the proposal with PI Wassim el-Hajj, Associate Dean, Faculty of Arts and Sciences at the American University of Beirut.
March 25 2020	Indiana University of Pennsylvania. Student Scholarship of $3000.
January 2020	AMICAL. American International Consortium of Academic Libraries. $1500. Travel and accommodation grant to attend AMICAL 2020 held at the American University in Kuwait.
June 2019	American University of Beirut. $1500. Travel and accommodation grant to attend the Computers and Writing Conference at Michigan State University.
July 2019	Indiana University of Pennsylvania. $750. Travel and accommodation grant to attend a conference of choice.

Academic Awards, Honors

Academic Awards and Honors Received

2023	Boston University Gamma Iota chapter of the Tri-Alpha National Honor Society
2019	Member of Phi Kappa Phi, Collegiate Honor Society, Indiana University of Pennsylvania Chapter
2005	James D. Phelan Literary Award (Metrical Poetry).

2002	James D. Phelan Literary Award (Metrical Poetry).
2002	San Jose State University. Outstanding Achievement in Diversity Award.
2002	San Jose State University. Mentor Program Award.
2001	San Jose State University. Outstanding Achievement in Diversity Award.
2001	San Jose State University. Mentor Program Award.

Acknowledgments Received

2012	*Superman is an Arab: On God, Marriage, Macho Men and other Disastrous Inventions*. Joumana Haddad
2009	*Contemporary Matriarchies in Cameroonian Francophone Literature*. Cheryl Toman
2006	*Letter-Writing Manuals from Antiquity to the Present*. Ed. by Carol Poster and Linda C. Mitchell. Columbia, SC: University of South Carolina Press
2001	*Grammar Wars: Language as a Cultural Battlefield in Seventeenth-and Eighteenth-Century England*. Aldershot, England: Ashgate Press.

Membership in Professional Organizations

2020-Present	Quality Matters: A faculty-driven peer-review process used to ensure the quality of online and blended course design.
2020-Present	Global Society of Online Literacy Educators (GSOLE).
2020-Present	American Association for Applied Linguistics (AAAL).
2019-Present	American Consortium for International Academic Libraries (AMICAL).
2019-Present	Wikipedia Education.

Collaborations

Transnational Writing Projects

Spring 2019 — Collaborated with Krista Sarraf from Indiana University of Pennsylvania on an email exchange project between my English 203 students in Beirut and her English 101 students in Indiana, Pa. Students discussed assigned articles using email and wrote a reflection paper at the end of the collaboration. Students experienced writing as a social activity, gained familiarity with the most common workplace communication tool, practiced intercultural communication, gained genre knowledge by writing for an authentic situation, and negotiated meaning by sharing the burden of communication.

Fall 2019 — Collaborated with Jennifer Mackenzie from City University of New York (CUNY) on a WhatsApp exchange project between our students during the Lebanese October Revolution of 2019. This collaboration assisted CUNY students in understanding US media bias and misrepresentation of the Middle East in general and Lebanon in specific. The work culminated in collaborative reflection pieces.

Courses Taught

Courses taught at the Lebanese American University

English 002: Intensive English
Skills taught: reading, writing, listening, and mechanics.

English 003: Intensive English
Skills taught: reading, writing, listening, and mechanics.

English 009: Remedial English
A required course designed to establish effective reading and writing skills. Emphasis is on the paragraph format ending with the essay format. Oral/aural work and relevant study skills are integrated. Academic style and task-based work are stressed.

English 009: Lab
English grammar and mechanics.

English 101: English I
A course designed to establish effective reading, writing, oral/aural, and study skills. Emphasis is on the essay. Academic style and task-based work are stressed.

English 102: English II

A required course designed to develop advanced reading and writing skills associated with academic work. Emphasis is on analytical and critical reading of texts as well as on writing in a variety of modes including basic argumentation. Students select a topic, learn to formulate researchable questions, locate appropriate resources in the library and electronic media, organize their findings and cite sources following academic conventions in writing an analytic research paper.

English 202: Sophomore Rhetoric

Sophomore Rhetoric is a course for practice in reading and writing (formal and/or creative), critical analysis, evaluation, and formulation of written opinions based on the best possible evidence; and in the methods of formal argumentation. The purpose of the course is to develop critical reading, critical thinking, and critical writing; develop formal argumentation strategies, and source-based argument analysis; develop skills of literary analysis, and argumentative analysis based on essays and literary texts. The course aims at reinforcing and sharpening the students' analytical reading and writing skills as well as expanding their ability to critique, analyze literary texts, and synthesize information from a variety of disciplines and for argumentative purposes.

English 203: Fundamentals of Oral Communication

A course on the fundamentals of oral communication along with practice in platform speaking in exposition and persuasion. Emphasis is placed on the use of correct and effective language as well as organizational skills in preparing, delivering, and evaluating different types of oral presentations.

English 211: Survey of English Literature I

This course offers a critical study of literature from the ancient world through the Renaissance with emphasis on the European and Mediterranean traditions. Readings chosen emphasize themes that continue to resonate in the present.

English 212: Survey of English Literature II

This course offers a critical study of literature from the Renaissance to modern times with emphasis on the European and Mediterranean traditions.

Courses taught at the American University of Beirut

UPEN 002

Preparatory courses in critical reading, writing, structure, listening, and speaking. University Preparatory Program.

UPEN 003

Preparatory courses in critical reading, writing, structure, listening, and speaking. University Preparatory Program.

English 102: English Composition

English 102 is designed to upgrade students' overall proficiency level in English and enrich their exposure to a range of discourse. It develops fluency and accuracy of communication through reading and writing for critical thinking. Freshmen students should expect their final grade in the course to count toward their GPA. Sophomore students' final grade will only be counted toward their GPA in the semester they take the course and will later be dropped from their record.

English 203: Academic Writing

English 203 is a sophomore level academic writing course designed specifically for the AUB student who will think, read, and write critically about contemporary themes and texts provided in its custom reader, *Pages Apart,* edited by AUB Instructors for the Anglophone Middle Eastern student. Throughout the semester, students explore the various stages of the writing process, learn how to invent and develop ideas, write multiple drafts, review peers' essays, and evaluate and reflect on their own writing, which should demonstrate the use of key rhetorical devices and rich content that are inherent in effective writing. This course seeks to develop students' intellectual viewpoints and a writing voice through open class discussions; self-reflection developed through regular journaling; and reflective pieces on their writing. Combining a stronger self-knowledge with the understanding of the conventions of academic writing, students will produce approximately 40 pages of both formal and informal writing that ask questions and investigate possible answers through reflection, analysis, and synthesis.

English 204: Advanced Academic Writing

English 204 provides training in writing analyses, syntheses and critiques of advanced college-level texts. Throughout the semester, students polish their research skills by examining and evaluating different aspects of argumentation. The course culminates in an argumentative research paper.

English 206: Technical Writing

English 206 immerses engineering students in the best practices of technical communication for their discipline. It focuses on making complex information accessible to different audiences while emphasizing evidence-based argumentation appropriate for specific contexts. Special attention is given to style, conventions, the recursive technical writing process, research methodology, and collaboration.

English 208: English for International Business

This course introduces business students to English as practiced in international business situations. Students are trained in effective business communication of different types and purposes. Through critical thinking, information literacy, collaborative work, and ethical consideration, students will have the opportunity to use appropriate and distinctive business style, tone, and format while reacting to audience and purpose.

EMBA 581: Executive Communication for the Executive Master of Business Administration program

This course is designed to help executives further refine their communication delivery and style to different audiences and settings. Specifically, the course focuses on the interpersonal level of communication, by highlighting the knowledge and skills necessary for delivering better presentations to team or larger groups, as well as for providing one on one feedback to peers or subordinates. This course adopts a practical approach and provides a hands-on experience using virtual reality in order to help participants further refine their communication skills.

Courses taught at Boston University

WR111: Academic Writing for English Language Learners 1

WR 111 is designed to lay the foundation of students academic communication at BU. The course places students in an international and multilingual group of learners and provides opportunities to explore how individual personality is cultivated in relationship to larger communities through various communicative acts. Practicing specific linguistic and rhetorical conventions, while also reviewing advanced grammar and prose mechanics, helps students achieve the balance of language skills necessary to excel in the varied discourse communities of the university. In this course, students discuss and analyze complex texts of different genres and topics, explore multiple intellectual perspectives, and gain critical insights into people from different national, cultural, social, and linguistic backgrounds.

WR112: Academic Writing for English Language Learners 2

WR 112 continues to build students' academic writing skills, with special emphasis on intercultural literacy, textual analysis, the logic of exposition and argumentation, rhetorical situation and audience, and varied and sophisticated linguistic awareness. The advanced readings on the broad theme of globalization cover a variety of genres and expose students to complex ideas and diverse cultural experiences, stressing important aspects of global citizenship. The course tasks respond to students' evolving linguistic needs by addressing specific elements of English grammar and style in the context of writing. A strong public speaking component helps students achieve oral fluency and confidence while conversing about cultural contexts presented by the texts. Through reading, discussion, and analysis students gain crucial insights into people from different national, cultural, social, and linguistic backgrounds.

WR120: Academic Writing: Linguistic Injustice

This course examines the subject of linguistic (in)justice in a world designed to favor English as a global language, making it the international language of business and science's "lingua franca." This has led to a myriad of hidden linguistic injustices shaped by the sociopolitical landscape of the world. How is the Global South disadvantaged by linguistic injustice? Through a variety of texts ranging from theoretical to creative, and through socially engaged assignments, students hone their writing skills and learn to turn this injustice into an empowering platform. Readings include texts by authors from North America, India, the Middle East, and Europe.

WR120: Academic Writing: **Dance and Resistance in Historical Traditions**

This course explores dance as an expression of resistance in European, West African, Middle Eastern, and aboriginal dance traditions. The course delves into the rich historical context where dance serves as a powerful form of rebellion against cultural oppression, censorship, and the stifling of native languages. Throughout the course, we will consider the following questions: How do dance steps communicate resistance? When is the role of dance as a platform for declaring unvoiced messages of defiance established? Why are the messages of resistance in dances performed to sung poetry different than those set to music alone or beats? What do various thematic connections between dance traditions help reveal about the concepts of offense, defense, space, and place in dance?

WR 153

WR 318: Public Speaking

This course explores the art and practice of public speaking in contemporary society, with a focus on persuasion, audience engagement, and civic impact. In an era marked by fragmented attention and rising incivility in public discourse, the course equips students with rhetorical strategies and performance tools necessary for effective and well-researched communication in diverse contexts. Through the study of rhetorical theory and the practice of oral communication, students develop the ability to craft honest and compelling narratives, construct persuasive arguments, and adapt their messages to various audiences and purposes.

Emphasis is placed on collaboration, drafting, rehearsal, and the strategic use of visual and digital media to support spoken communication. Coursework includes a variety of individual and group assignments, such as a personal narrative speech, a Moth-style presentation, and a TED-style talk. Students engage in regular performance-based exercises to refine delivery, and they participate in reflective activities that explore how spoken communication shapes and facilitates understanding across a range of social and professional contexts. By the end of the semester, students gain experience with multiple genres of public speaking and develop critical awareness of their responsibilities as speakers and listeners in academic, professional, and civic settings.

HUB SJ 101: Social and Racial Justice 1—**System and Structures**

This course provides students with foundational knowledge concerning the historical and systemic bases of social and racial inequities and the efforts to build a more just world. The framework of the course recognizes that social and racial inequities are more than the result of individual bias and prejudice. They are also structural, having been codified in institutions such as laws, policies, customs that uphold and reproduce inequalities and access to power. Students engage their historical understanding and intercultural awareness with the goal of cultivating a campus atmosphere of respect for differences in life experience, sexual orientation, religious belief, and other facets of individual and group identities. Using a module-based approach, consisting of five multi-week units (featuring guest lectures by BU faculty and other experts), this course assists students in critically assessing inequities and efforts towards justice in social systems such as education,

environment/sustainability, health, housing, and entertainment. This course fulfills Hub requirements in Historical Consciousness, Global Citizenship and Intercultural Literacy, and Critical Thinking.