

# CONTRIBUTORS

**Heather Brook Adams** is Associate Professor of English and Principal Investigator/Director of Humanities at Work, a paid internship program, at UNC Greensboro. A feminist historiographer of the recent past, her scholarship investigates themes such as health and wellness through a focus on rhetorics of reproduction and emotion. She is the author of *Enduring Shame: A Recent History of Unwed Pregnancy and Righteous Reproduction* (U South Carolina P, 2022) and coeditor of *Inclusive Aims: Rhetoric's Role in Reproductive Justice* (Parlor Press, 2024).

**Chris Anson** is Distinguished University Professor and Senior Strategic Advisor for the Campus Writing and Speaking Program at North Carolina State University. He has published extensively in writing studies and has spoken and consulted widely across the US and in several dozen other countries. He is Past Chair of the Conference on College Composition and Communication and Past President of the Council of Writing Program Administrators and is currently Chair of the International Society for the Advancement of Writing Research. More about his work can be found at <https://www.ansonica.net>.

**Laura Aull** is Professor of English and Writing Program Director at the University of Michigan. She teaches English linguistics, is the editor of the *Assessing Writing Tools and Tech Forum*, and is the author, most recently, of *You Can't Write That: 8 Myths about Correct English* (Cambridge UP, 2024).

**James Beitler** is Director of the Marion E. Wade Center and Professor of English at Wheaton College, where he holds the Marion E. Wade Chair of Christian Thought. He is the author of three books: *Charitable Writing: Cultivating Virtue Through Our Words* (with Richard Hughes Gibson, IVP Academic, 2020), *Seasoned Speech: Rhetoric in the Life of the Church* (IVP Academic, 2019), and *Remaking Transitional Justice in the United States: The Rhetorical Authorization of the Greensboro Truth and Reconciliation Commission* (Springer, 2013).

**Jennifer Buehler** is Associate Professor of Education at Saint Louis University. She is the former host of Text Messages, a monthly young adult literature podcast sponsored by ReadWriteThink.org; a past President of ALAN, the Assembly on Literature for Adolescents of the National Council of Teachers of English; and the author of *Teaching Reading with YA Literature: Complex Texts, Complex Lives* (NCTE, 2016). In addition to her work in young adult literature, Buehler is an ethnographer who received the NCTE Promising Researcher Award for her ethnographic study of “toxic” school culture in an under-resourced high school. Her current work on young adult literature book bans is anchored in a study of the Judy Blume papers at Yale University.

**Anne Curzan** is Geneva Smitherman Collegiate Professor of English Language and Literature, Linguistics, and Education; Arthur F. Thurnau Professor; and former dean of the College of Literature, Science, and the Arts at the University of Michigan. Her research focuses on the history of the English language, attitudes about language change, language and gender, and pedagogy. She has published multiple books and dozens of articles and won awards for her teaching, research, and public intellectual work. She wrote for six years for the blog *Lingua Franca* for the *Chronicle of Higher Education* and is the featured expert on the segment “That’s What They Say” on local NPR station Michigan Public.

**Ellen Cushman** is Dean’s Professor of Civic Sustainability and Professor of English at Northeastern University and a citizen of the Cherokee Nation. Her work explores how people use literacy and language to endure and create change. Her current research takes up Cherokee philosophies of collective change and reevaluates the commitment to civic-mindedness at the heart of American literary and rhetorical studies. Her book *Cherokees Writing Resilience: Everyday Literacies of Collective Action* (working title) will be the first monograph to treat the common writings of Cherokee people as evidence of a lived ethic of individual perseverance and a people’s collective resilience, and has received fellowship support from the National Endowment for the Humanities. She is the project leader of *The Digital Archive of Indigenous Languages Persistence (DAILP)* project, which has been generously supported by the National Archives: National Historical Preservation and Records Commission (NHPRC) to expand the current corpus of translated texts into a fully-fledged digital edition, titled, *Cherokees Writing the Keetoowah Way*. The archive is also supported by a National Endowment for the Humanities: Digital Humanities Advancement Grant and receives continued support from the Henry K. Luce Foundation to evaluate the impact of DAILP and expand the number of Cherokee community members who produce audio files and translations.

**Jathan Day** is an adjunct instructor of writing at the University of Alaska Anchorage. He has taught a wide range of courses over the years, both face-to-face and online, including first-year composition, technical writing, and writing in the sciences. His current research focuses on digital literacies, learning management systems, and collaboration. In 2022, Jathan graduated from the Joint Program in English and Education at the University of Michigan.

**Amber J. Dood** is a Faculty Success Manager at Catalyst Education. She was previously a postdoctoral research fellow at the University of Michigan, working with the MWrite program and jointly advised by Ginger Shultz and Anne Ruggles Gere. She completed her Ph.D. in chemistry at the University of South Florida. Her postdoctoral work specifically explored how students experience writing-to-learn assignments and peer review using a combination of qualitative methods and automated analysis with machine learning.

**Christine Farris** is Professor Emerita of English at Indiana University in Bloomington where she served as director of composition and associate chair and taught writing, rhetoric, and literature. Her publications include *Subject to Change: New Composition Instructors' Theory and Practice* (Hampton, 1996) and several co-edited collections: *Under Construction: Working at the Intersection of Composition Theory, Research and Practice* (Utah State UP, 1998); *Integrating Literature and Writing Instruction* (MLA, 2007); and *College Credit for Writing in High School: The "Taking Care of" Business* (NCTE, 2010), which won the Council of Writing Program Administrators 2012 Best Book Award. Other honors include the Indiana University President's Award for Distinguished Teaching and the W. George Pinnell Award for Outstanding Service.

**Solaire A. Finkenstaedt-Quinn** is a research scientist and the former program manager for the MWrite Program at the University of Michigan. She completed her Ph.D. in analytical chemistry at the University of Minnesota before transitioning to chemistry education research as a postdoctoral researcher at the University of Michigan, jointly advised by Anne Ruggles Gere and Ginger Shultz. As MWrite program manager she supported both sides of the MWrite Program—coordinating with stakeholders in the implementation of writing-to-learn in large classrooms and the research and evaluation of how writing-to-learn supports student learning. Her research focuses on student engagement with writing-to-learn in STEM, with a current focus on the role of peer review and revision.

**Anne Ruggles Gere** is Gertrude Buck Collegiate Professor Emerita, Marsal Family School of Education; Professor Emerita of English Language and Literature, College of Literature, Science, and the Arts; and Arthur F. Thurnau Professor. In addition to her professorships, Gere chaired or co-chaired the Joint Ph.D. Program in English and Education from 1988 to 2023 and served as Director of the Sweetland Center for Writing from 2008 to 2019. She also served as president of the National Council of Teachers of English, chair of the Conference on College Composition and Communication, and president of the Modern Language Association. Gere received the Regents' Award for Distinguished Public Service, the D'Arms Award for Distinguished Graduate Student Mentoring, a Distinguished Faculty Achievement Award, a Michigan Humanities Award, a fellowship from the Institute for the Humanities at the University of Michigan, and a Distinguished Professor of the Year award from the Michigan Association of State Universities. She also received fellowships from the National Endowment for the Humanities and the Spencer Foundation. In addition, her research has been sponsored by the National Science Foundation, and she and her chemistry colleague Ginger Schultz developed the MWrite program, for which they received the Provost's Teaching Innovation Award. She is the author of a dozen books and over 100 articles.

**Cheryl Glenn** is Distinguished Professor of English and Women's Studies, Emerita, at The Pennsylvania State University, where she served as Director of the Program in Writing and Rhetoric and co-founder of the Center for Democratic Deliberation. An award-winning scholar, teacher, and mentor, she has delivered lectures and workshops around the world. In 2015 she received an honorary doctorate from Orebro University (Sweden) for her rhetorical scholarship and influence; in 2019 she received the Conference on College Composition and Communication Exemplar Award; and in 2024 she was inducted as a Rhetoric Society of America Fellow.

**J. W. Hammond** is Assistant Professor of Rhetoric and Composition at Michigan Technological University. His research and teaching center on writing studies, social justice, and science and technology studies, paying particular attention to the cultural histories and afterlives of writing assessment. In 2020 he was awarded the Conference on College Composition and Communication's James Berlin Memorial Outstanding Dissertation Award. His recent publications can be found in *College Composition and Communication*, *Review of Research in Education*, *Assessing Writing*, and *Scientific American*, as well as in edited collections such as *Rhetorical Machines*; *(Re)Considering What We Know*; and *Writing Assessment, Social Justice, and the Advancement of Opportunity*.

**Doug Hesse** is Professor of Writing at the University of Denver, where he has been named University Distinguished Scholar and was founding Executive Director of the Writing Program. He has won the Francis A. March Award from the Association of Departments of English/MLA and the Lifetime Achievement Award from the Council of Writing Program Administrators. He has been President of the National Council of Teachers of English, Chair of the Conference on College Composition and Communication, President of the Council of Writing Program Administrators, Chair of the Association for Writing Across the Curriculum, Chair of the MLA Forum on Nonfiction Prose, editor of *WPA: Writing Program Administration*, and Chair of the Executive Committee of the MLA Division on Teaching. Hesse is author of over 80 essays and book chapters and co-author of five books, including *Nonfiction, Teaching Writing and the Contributions of Richard Lloyd-Jones* (with Laura Julier, The WAC Clearinghouse, 2023), *Creating Nonfiction* (with Becky Bradway, Bedford/St. Martin's, 2009) and the *Simon and Schuster Handbook for Writers* (with Lynn Troyka, 2016).

**Deborah H. Holdstein** is Professor of English and past Dean of the School of Liberal Arts and Sciences at Columbia College Chicago. Holdstein has served as editor of the premier journal in writing studies, *College Composition and Communication*. She has published widely, and her most recent books are *Lost Texts in Rhetoric and Composition* (MLA, 2023) and the co-authored *The Oxford Reader* (Oxford UP, 2023). A former director of the WPA Consultant-Evaluator

Service, among other positions, including two terms on the MLA Publications Committee, Holdstein began a two-year term on the Advisory Committee of *PMLA*, the flagship journal of the Modern Language Association, in the fall of 2023. Holdstein's current research interests include the Hebraic sources of Jesuit rhetoric, and her essay on this subject is forthcoming in a volume entitled *Jesuit Rhetoric Across Space and Time*, to be published by Brill.

**Lizzie Hutton** is currently the Director of the Howe Writing Center and Associate Professor of English at Miami University, Ohio. Her scholarship, which lives at the intersection of reading studies, writing studies, and writing center studies, has appeared in journals including *College Composition and Communication*, *Journal of English Linguistics*, and *Writing Center Journal*; she is also an award-winning poet whose debut book of poems was selected as Editor's Choice by New Issues Press and whose poems have appeared in journals including the *Yale Review*, *Denver Quarterly* and *Antioch Review*. After teaching for 12 years as a lecturer at the University of Michigan's Sweetland Center for Writing, she returned to school as a doctoral student in the University of Michigan's JPEE program, where she worked as a GSRA with Anne Ruggles Gere and was awarded the Stanley E. and Ruth B. Dimond Best Dissertation Award for her work on the intellectual legacy of Louise Rosenblatt.

**Rona Kaufman** is Professor of English at Pacific Lutheran University, where she teaches writing, memoir, and the English language and directs the First-Year Experience Program and the Writing Center. Her work has appeared in *ISLE*, *JAC*, and other publications. She is the co-editor of *Placing the Academy: Essays on Landscape, Work, and Academic Identity* (Utah State UP, 2007). She is one of the founding members of PLU's Holocaust and Genocide Studies Program and is co-author of the *Jewish Diaspora in Uruguay*, an on-going, multidisciplinary digital project that collects, records, translates, and shares the testimonies of Jewish Uruguayans who have experienced the Holocaust, migration, and the diaspora.

**Paula M. Krebs** is Executive Director of the Modern Language Association, the largest scholarly organization in the humanities. She has written on higher education, diversity, languages, literature, cultural studies, and writing studies for the *Chronicle of Higher Education*, *Inside Higher Ed*, CNN, *The Washington Post*, *Slate*, and other publications. She has a doctoral degree in 19th-century British literature and culture from Indiana University and was Professor of English and Department Chair at Wheaton College and Dean of the College of Humanities and Social Sciences at Bridgewater State University. Before becoming a professor, she worked as an editor for the National Science Teachers Association and as a sportswriter for daily newspapers in New Jersey and Indiana.

**Naitnaphit Limlamai** is Assistant Professor of English Education at Colorado State University. She teaches and studies secondary English teacher preparation

and how it manifests justice, specifically investigating how justice is defined and enacted in methods and secondary classrooms. Her additional research includes how writers develop as such, collaboration, and antiracist organizational change. Naitnaphit was a fellow in the 2022–2024 cohort of NCTE’s Cultivating New Voices among Scholars of Color program. Before teaching teachers, Naitnaphit taught high school English for 13 years. She is a 2022 graduate of the Joint Program in English and Education at the University of Michigan.

**Debbie Minter** is Chair of the Department of English and Associate Professor of English at the University of Nebraska - Lincoln. She has served as Director of Composition, Associate Dean, and Chair of the Faculty Senate. Her research and teaching focus on composition studies and administration as well as the teaching of writing. Her work has appeared in several edited collections and journals, including *College English*, *Pedagogy*, and *CCC*.

**Beverly J. Moss** is Professor of English in the Writing, Rhetoric, and Literacy program at The Ohio State University. Her scholarly and pedagogical interests include examining literacy in African American community spaces, composition theory and pedagogy, and writing center theory and practice. She is the author of *A Community Text Arises: A Literate Text and A Literacy Tradition in African American Churches* (The WAC Clearinghouse, 2024), co-author of *Everyone’s an Author* (W. W. Norton, 4th ed., 2023), editor of *Literacy Across Communities* (Hampton, 1994), and co-editor of *Writing Groups Inside and Outside the Classroom* (Routledge, 2004) and *The Best of the Independent Journals in Rhetoric and Composition 2012* (Parlor Press, 2014). Professor Moss also serves as Director of the Middlebury Bread Loaf School of English Bread Loaf Teacher Network (BLTN).

**Mike Palmquist** is Emeritus Professor of English at Colorado State University. Prior to returning to his role as a faculty member in the 2020–2021 academic year, he served for 14 years in various university leadership roles, including Founding Director of the Institute for Learning and Teaching (TILT), Director of CSU Online (CSU’s Division of Continuing Education), and Associate Provost for Instructional Innovation. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing.

**Sarah Ruffing Robbins** is Lorraine Sherley Professor of Literature at TCU. She is the author, editor, or co-editor of ten academic books, beginning with the ALA/Choice-honored monograph, *Managing Literacy, Mothering America* (Pitt Series in Composition, Literacy, and Culture, 2004), the award-winning critical edition of *Nellie Arnott’s Writings on Angola* (Parlor Press, 2011) with historian Ann Pullen, and, more recently, her co-edited teaching anthology, *Transatlantic Anglophone Literatures, 1776–1920* (Edinburgh UP, 2022). She



was founding director of northwest Georgia's National Writing Project site, the Kennesaw Mountain Writing Project, and has directed numerous grant-funded public humanities programs placing writing at the center of shared cultural work. She regularly collaborates with students and community members in web-based writing in connection with public projects, as in the *The Genius of Phillis Wheatley Peters* initiative and the *Teaching Transatlanticism* online anthology. She co-edits Edinburgh University Press's book series, *Interventions in Nineteenth-Century American Literature*.

**Shirley K Rose** is Emeritus Professor of English at Arizona State University, where she was Director of Writing Programs from 2009–2019 and taught graduate courses in writing program administration, scholarly writing for publication, and archival theory from 2009–2024. She is a Past President of the Council of Writing Program Administrators and former Co-Director of the WPA Consultant-Evaluator Service. She has served as a Peer Reviewer for the Higher Learning Commission of the North Central Association of Schools and Colleges since 2007. She has published articles on writing pedagogy and on issues in archival research and practice. With Irwin Weiser, she edited four collections on the intellectual work of writing program administration, including *The Writing Program Administrator as Researcher* (Boynton/Cook, 1999), *The Writing Program Administrator as Theorist* (Boynton/Cook, 2002), *Going Public: What Writing Programs Learn from Engagement* (Utah State UP, 2010), and *The Internationalization of U.S. College Writing Programs* (Utah State UP, 2018).

**Kel Sassi** is currently Assistant Professor of English at Northern Michigan University (NMU) in Marquette, where she teaches courses in English education. Dr. Sassi also co-directs the Northern Shores Storywork Writing Project site at NMU. Previously, she was professor of English and education at North Dakota State University, where she directed the Red River Valley Writing Project. She has published three books with Anne Ruggles Gere and Leila Christenbury, including *Writing on Demand for the Common Core State Standards Assessment* (Heinemann, 2014).

**Ginger Shultz** is Associate Professor of Chemistry at the University of Michigan. Her science education research program focuses on understanding how writing-to-learn pedagogies contribute to learning in STEM, mapping the development of college chemistry instructors' knowledge and beliefs about teaching, and operationalizing the community-based design of culturally relevant curricula. Together with Anne Ruggles Gere she is Co-Principal Investigator for MWrite, a program that implements writing-to-learn pedagogies in large-enrollment courses at the University of Michigan.

**Naomi Silver** is Teaching Professor in the Sweetland Center for Writing at the University of Michigan and co-founder of the Sweetland Digital Rhetoric

Collaborative with Anne Ruggles Gere. She served as Associate Director of Sweetland during the ten years Gere was its Director. She has published on topics including reflective pedagogies, multiliteracy centers and consultant training, and electronic portfolios. Her current teaching at Michigan centers on multimodal composition and histories and rhetorics of race and ethnicity.

**Jennifer Sinor** is the author of several books of literary nonfiction, most recently *The Yogic Writer: Uniting Breath, Body, and Page* (Bloomsbury, 2024). Her essay collections include *Sky Songs: Meditations on Loving a Broken World* (U Nebraska P, 2020), and *Letters Like the Day: On Reading Georgia O'Keeffe* (U New Mexico P, 2017). She has also written the memoir *Ordinary Trauma* (U Utah P, 2017). The recipient of the Stipend in American Modernism, her work has appeared in *Best American Essays* and *The Norton Reader*. Jennifer teaches creative writing at Utah State University where she is Professor of English.

**Chris Thaiss** is Professor Emeritus of Writing and Rhetoric at the University of California, Davis, where he was Clark Kerr Presidential Chair and Director of the University Writing Program, as well as Director of the UC Davis Center for Excellence in Teaching and Learning. He went to UC Davis from George Mason University, where he chaired the English Department and co-developed writing across the curriculum and the writing center. From 2005 to 2015, he coordinated the International Network of Writing-Across-the-Curriculum Programs. The author, co-author, or editor of fourteen books, his most recent are *Writing Science in the Twenty-First Century* (Broadview P, 2019) and the 4th edition of *A Short History of Writing Instruction: From Ancient Greece to the Modern United States* (ed. with James Murphy, Routledge, 2020).

**Ebony Elizabeth Thomas** is Chair and Associate Professor in the Joint Program in English and Education at the University of Michigan's School of Education. Previously, she was Associate Professor in the Literacy, Culture, and International Education Division at the University of Pennsylvania Graduate School of Education. A former Detroit Public Schools teacher and National Academy of Education / Spencer Foundation Postdoctoral Fellow, she serves as co-editor of *Research in the Teaching of English*. Her most recent book is *The Dark Fantastic: Race and the Imagination from Harry Potter to the Hunger Games* (New York UP, 2019), which received the 2020 World Fantasy Award, among other honors.

**Heather Thomson-Bunn** is Associate Professor of English and Director of First-Year Writing at Pepperdine University, where she teaches courses in composition, rhetoric, language theory, professional writing, and creative writing. Her research is focused on religious rhetorics as they relate to academic norms, institutional values, and writing. Her work has appeared in *College English*, *Pedagogy*, and *Composition Forum*, as well as in *Mapping Christian Rhetorics* (Routledge, 2014).



**Elizabeth Vander Lei** is Professor of English Emerita at Calvin University, where she also served as Academic Dean, Department Chair, and Director of Composition. She taught courses in linguistics, first-year composition, academic and professional writing, and English secondary education. She is co-editor of two scholarly collections, *Negotiating Religious Faith in the Composition Classroom* (Heinemann, 2005) and *Renovating Rhetoric in Christian Tradition* (U Pittsburgh P, 2014). With Dean Ward, she published *Real Texts: Reading and Writing Across the Disciplines* (Longman, 2012). She has published articles on academic writing, rhetoric and religious faith, and the rhetoric of the civil rights movement.

**Victor Villanueva** is Regents Professor Emeritus and Edward R. Meyer Distinguished Professor of Liberal Arts, retired at Washington State University. He has served as Director of Composition, English Department Chair (twice), Associate Dean, Director of American Studies, and Director of the University Writing Program. He was also Chair of the Conference on College Composition and Communication (CCCC) and editor of the CCCC *Studies in Writing and Rhetoric* monograph series. Over the years, he has received a number of honors, including the Richard A. Meade Award for Distinguished Research in English Education from the National Council of Teachers of English (NCTE), the NCTE David H. Russell Award for Distinguished Research and Scholarship in English, Rhetorician of the Year from the Young Rhetorician's Conference, the NCTE Advancement of People of Color Leadership Award, and the CCCC Exemplar Award. He was also honored with the publication of *Memoria: Essays in Honor of Victor Villanueva* (NCTE, 2024). Among honors at Washington State University, his most prized has been having his seminar recognized as the year's best by the graduate students on three occasions. Villanueva is the author, editor, or co-editor of nine books and over fifty articles or chapters in books. Among his books is the award-winning *Bootstraps: From an American Academic of Color* (NCTE, 1993) as well as *Cross-Talk in Comp Theory: A Reader*, now in its fourth edition (NCTE, 2024), the last two editions co-edited with Kristin Arola, and *The Forever Colony* (Parlor Press, 2024). All his efforts center on the connections between language and relations of power, especially racism.

**Margaret Willard-Traub** is Associate Professor Emerita of Composition and Rhetoric at the University of Michigan-Dearborn, where she taught introductory and upper-level courses in writing, rhetoric, and women's and gender studies. Prior to UM-Dearborn she was Assistant and then Associate Professor of Rhetoric at Oakland University. At UM-Dearborn she served for many years as Director of the Writing Program and Writing Center, was member of a campus-wide task force charged with revising general education, and had leadership positions in the faculty senate, among other roles. Her work has appeared in *College English*, *Assessing Writing*, *Feminist Studies*, *Rhetoric Review*, and *Pedagogy*, as

well as in a number of edited collections. Her current scholarship addresses the impact of the COVID-19 pandemic on the decision-making and reflective processes of faculty and administrators at post-secondary institutions nationwide.

**Emily Wilson** is Chair of the English Department and Assistant Professor of English at Alfaisal University in Riyadh, Saudi Arabia, where she is also the founder of the Academic Success Center, a peer-based writing and tutoring center for undergraduate students. She teaches first-year composition, communication for leaders, and technical writing, and she led her department in launching its Strategic Communication minor in the fall of 2023. She was a high school teacher for 11 years before returning to graduate school, and she graduated from the University of Michigan's Joint Program in English and Education in 2019. Her research interests include code-switching and language ideologies in English medium of instruction (EMI) institutions as well as the dynamics of class discussion in Arab contexts. She loves life in Riyadh and studies Arabic.

**Kathleen Blake Yancey**, Kellogg W. Hunt Professor and Distinguished Research Professor Emerita at Florida State University, has served as president/chair of several U.S. literacy organizations, including the Council of Writing Program Administrators (CWPA), the Conference on College Composition and Communication (CCCC), and the National Council of Teachers of English (NCTE). She also participates in U.S. and global assessment efforts, most recently as a faculty member for the American Association of Colleges and Universities' Institutes on ePortfolios; board member for the Association of Authentic, Experiential, and Evidence-based Learning; and consultant for Trinity College Dublin's School of Pharmacy and Pharmaceutical Sciences Student ePortfolio Research Project. Author/co-author of 100+ refereed articles and book chapters as well as author/editor/co-editor of 16 scholarly books, she has received numerous awards, among them the FSU Graduate Teaching Award (twice); the Purdue University Distinguished Woman Scholar Award; the CWPA Best Book Award (twice); the CCCC Exemplar Award; and the NCTE Squire Award.

**Morris Young** is Charles Q. Anderson Professor of English at the University of Wisconsin-Madison. His work focuses on writing and identity, the intersections of literacy and rhetorical studies, and Asian American culture. His current work considers the generation and function of Asian/American rhetorical commonplaces as a response to exigencies of exclusion, marginalization, and containment. His book, *Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship* (Southern Illinois UP, 2004) received the 2004 W. Ross Winterrowd Award from the Association of Teachers of Advanced Composition and the 2006 CCCC Outstanding Book Award. His co-edited collection (with LuMing Mao), *Representations: Doing Asian American Rhetoric* (Utah State UP, 2008), received honorable mention for the 2008 MLA Mina P. Shaughnessy Award.