

# MICHIGAN STATE UNIVERSITY

15 November 2015

Department of English  
Hudspeth Hall, Room 113  
500 W. University Ave.  
El Paso, TX 79968

Dear Dr. Mangelsdorf and Search Committee,

I am writing to apply for the Assistant Professor of Rhetoric and Writing Studies position in the Department of English at the University of Texas at El Paso. I am a doctoral candidate and University Distinguished Fellow in Rhetoric & Writing at Michigan State University, where I study and teach Digital Rhetoric and Professional Writing. My teaching and mentoring experiences, focusing on threading connections between multimodal composing and technical/professional writing position me to make immediate contributions to your department.

In my dissertation, *Sites of Translation: What Multilinguals Can Teach us about Rhetoric, Writing, and Technology*, I provide a new method for studying the translation practices of multilingual communicators. While recent developments in technical communication have helped us acknowledge translation as a valuable activity, few studies provide empirical, fine-grained illustrations of how and why translation requires complex intellectual work that should be further leveraged in our professional and academic spaces. Through the analysis of screencast data, video footage, and artifact-based interviews collected during the process of translation at two different research sites, I argue that individuals who translate layer a variety of cultural, rhetorical, and technical strategies to accomplish their work. These strategies include deconstructing and repurposing language to meet the needs of specific audiences, using storytelling and gesturing to localize information for specific users, as well as using a wide range of digital translation tools as sites of invention to use, adapt, and even create words that adequately transform ideas from one language to another. The results of my dissertation suggest that the communicative strategies of multilingual learners are powerful technologies that should be further valued in our classrooms and workplaces. Studying how multilinguals move across languages, I argue, is useful to a wide-range of communicators seeking to understand and teach language rhetorically. Preliminary results from my dissertation are forthcoming in the 2015 issue of *Technical Communication* and in the *Rhetoric and Experience Architecture* edited collection currently under development by Liza Potts and Michael Salvo. I also shared pedagogical applications of my dissertation through a pilot study published in the Spring 2015 issue of *Composition Forum*.

In addition to my dissertation, my record of peer-reviewed articles and professional activities reflects my commitment to ethical, rigorous, and collaborative research. My work has been published or is in press in *Technical Communication*, *College Composition and Communication*, the *Journal of Usability Studies*, *Composition Forum*, *The Institute of Electrical and Electronics (IEEE) Transactions on Professional Communication*, and *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. The broad foci of these journals reflect the wide applications of my work. In my publications, I seek to emphasize the connections between linguistic diversity, digital writing, and technical communication, highlighting how multilingual communicators contribute to our understanding of writing, technology, and culture.

Over the past two years, I have worked with faculty and students across the country to further illustrate the power and importance of multilingual, multimodal communication. As a Graduate Fellow for the Sweetland Digital Rhetoric Collaborative, I coordinated a series of blog posts from over 25 scholars at 18 institutions, all of whom discussed the connections between linguistic diversity and technology. My blog carnival, "Beyond a Single Language/Single Modality Approach to Writing" includes voices from scholars studying multilingual technical communication, experience architecture and information design, rhetoric and composition, and African American Rhetorics. Together, these scholars highlight the contributions that linguistic diversity can make to our use and understanding of technology. I look forward to continuing to build connections and cross-disciplinary collaborations at UTEP and in the surrounding community.



## College of Arts & Letters

Department of Writing,  
Rhetoric, and American  
Cultures

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East Lansing, MI  
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MSU is an affirmative-action,  
equal-opportunity employer.

While I aim to make contributions to academic research through peer-reviewed publications, I also intricately value and understand the importance of workplace professional experience. Currently, I work as a technical translator at The Hispanic Center of Western Michigan, a community organization promoting language accessibility in West Michigan. Through my role in this organization, I conduct usability testing and heuristic evaluations to aid in the development of organizational websites that meet the needs of the Spanish-speaking Latino community in Michigan. In the Spring of 2015, students in my upper-level Technical Communication course will be joining the efforts of these projects, in order to understand how technical communication is enacted in practice.

As a teacher of Technical and Professional writing (teaching both face-to-face and online), I aim to teach students about the value of community collaborations. For example, in my Introduction to Professional Writing (WRA 202) course during the Fall and Spring of 2014, my professional writing students partnered with organizations serving Latino and Indigenous communities at Michigan State and in the broader Lansing Community. In the Fall, my professional writing students partnered with MSU's College Assistance Migrant Program to develop culturally-situated materials that assist CAMP students as they enroll in Health insurance during their transition to MSU. In the Spring, students in this same professional writing course developed materials to promote and gain support for Nuestros Cuentos, a multilingual storytelling project that partners MSU students with Latino and Indigenous youth in the Lansing school district to further embed Latino and Indigenous stories into Lansing history. As part of this project, my students developed a bilingual website for parents and sponsors of Nuestros Cuentos, in addition to other promotional materials to support this initiative.

During my time at Michigan State, I taught in the Professional Writing and the First year Writing program, both face to face and online. Additionally, I participated in curriculum development and assessment committees for the Professional Writing and the new Experience Architecture Program, developing new courses and professional experiences for our students. In particular, I coordinated focus groups with experienced professionals who came to our MSU Professional Writing Program to assess the viability of our program and our students' preparation for the workforce.

Before coming to Michigan State, I worked as a full-time instructor in the Department of Writing and Rhetoric at the University of Central Florida. During this time, I taught 19 sections of first-year writing, served on curriculum development and assessment committees, and helped develop an emerging Writing and Rhetoric minor. Through these experiences, I gained the administrative and mentorship training necessary to contribute to the development of the online Technical and Professional Writing Certificate as well as the undergraduate and graduate programs in Rhetoric & Writing Studies at UTEP. Since my family immigrated from Santa Cruz, Bolivia to Florida, I have made it my goal to highlight not only what multilinguals can learn from the field of technical communication, but also to emphasize the important contributions that multilingual students can make to our practices and pedagogies. I very much look forward to continuing to make these connections by collaborating with and learning from the students at UTEP.

Through my collaborative efforts in both my teaching and research practices, I have been honored with distinguished awards and personal grants at several conferences and institutions. These include the inaugural *Hawisher and Selfe Caring for the Future Award* sponsored by the *Computers and Writing Conference*, the *2013 Scholars for the Dream Award* at the *Conference on College Composition and Communication*, and the *2014 Diversity Award* sponsored by the *Council of Programs in Technical and Scientific Communication*. Through these awards, members of diverse organizations have recognized my commitment to rigorous research while simultaneously showcasing the value of linguistic diversity in a broad range of disciplines.

Ultimately, my goal as a professional is to build relationships and programs founded on a commitment to ethics and diversity in the study and practice of technical communication. I am prepared to teach and develop a wide range of courses in your undergraduate and graduate programs, and look forward to continue building collaborative practices that I already know are at the core of your department. I am happy to speak further about these possibilities via phone or through video conferencing. Please contact me on my cell phone at 407-927-1279 or by email at [gonzlaur@gmail.com](mailto:gonzlaur@gmail.com). Recommendation letters from Dr. Liza Potts, Dr. Stuart Blythe, and Dr. Jeffrey Grabill will arrive through Interfolio. Please feel free to contact me with any questions or requests for additional materials.

Thank you for your time.  
Laura Gonzales

# Laura Gonzales

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## Education

**Ph.D, Rhetoric and Writing**—May 2016 | Michigan State University, East Lansing, MI

**Concentrations:** Digital Rhetoric and Professional Writing

**Committee:** Liza Potts (chair), Stuart Blythe, Alexandra Hidalgo, Steven Fraiberg

**Dissertation:** *Sites of Translation: What Multilinguals can Teach us about Writing, Rhetoric, and Technology*

**Master of Arts in English**—May 2011 | University of Central Florida, Orlando, FL

**Concentrations:** Rhetoric and Composition

**Bachelor of Arts in English**—May 2009 | University of Central Florida, Orlando, FL

**Study Abroad:** Cambridge University, Cambridge, England—April-June 2008

## Teaching Appointments

Michigan State University | Fall 2014 to present

**Graduate Instructor:**

WRA 110, Writing in Science and Technology | Fall 2015

WRA 320, Technical Communication | Summer 2015, Spring 2015

WRA 202, Intro to Professional Writing | Fall & Spring 2014, Spring 2015

**Teaching Assistant:** WRA 420, Content Management | Fall 2014

**Writing Consultant:** MSU Writing Center | Fall 2014

University of Central Florida | Fall 2011 to Spring 2013

**Instructor:** ENC 1101: Composition, ENC 1102: Composition II

**Graduate Instructor:** ENC 1101 and ENC 1102

**Online Composition Teacher Training Moderator**

## Research Appointments

Writing in Digital Environments Center, **Research Assistant** | Michigan State University | Fall 2014 to present

Working with 40 teachers and 1000+ students in Michigan K-12 classrooms to learn about effectively teaching writing and revision: <http://sites.matrix.msu.edu/swrp/>

Sweetland Digital Rhetoric Collaborative, **Graduate Fellow** | Fall 2014 - 2015

Coordinating, writing, and editing work on digital rhetoric for an online community: <http://www.digitalrhetoriccollaborative.org/>

HASTAC Scholars Program, **MSU Representative** | 2014

Participating in digital conversations about the humanities, science, and technology: <http://www.hastac.org/users/gonzlaur>

## Refereed Articles

### Published:

**Gonzales, Laura.** "Multimodality, Translingualism, and Rhetorical Genre Studies."

*Composition Forum* 31 (Spring 2015). Web.

Zantjer, Rebecca, and **Laura Gonzales.** "What is Meant by User Experience? Analyzing

Usability/User Experience Professionals' Dynamic Representations of Self"

*Journal of Usability Studies* 10.4 (August 2015). Web.

### Forthcoming/in-press:

**Gonzales, Laura,** and Rebecca Zantjer. "Translation as a User-Localization Practice."

*Technical Communication*, forthcoming December 2015.

Blythe, Stuart, and **Laura Gonzales.** "Coordination and Adaptation within the Metagenre of Secondary Research." Forthcoming in June 2016 issue of *College Composition and Communication*.

**Gonzales, Laura,** and Danielle Nicole DeVoss. "Digging into Data: Professional Writers as Data Users." Webtext with Estee Beck, Stephanie Vie, Angela Crow, Jennifer DeWinter, Heidi McKee, and Colleen Reilly, and. Solicited for and submitted to 20<sup>th</sup> Anniversary Special issue of *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*. Forthcoming 2016.

**Gonzales, Laura,** Potts, Liza, Hart-Davidson, William, and Michael McLeod. "From Content Development to Content Strategy: The Evolution of a Course in the Undergraduate Major." *IEEE Transactions on Professional Communication*. Special Issue on Content Management, forthcoming 2015.

## Book Chapters and Review

**Gonzales, Laura.** "Multilingualism as Technology: From Linguistic 'Deficit' to Rhetorical Strength." Proposal accepted to and manuscript submitted to Pimentel, Octavio, and Cruz Medina. *Race and Multimodality*. Forthcoming by *Computers and Composition Digital Press*.

**Gonzales, Laura,** and **Rebecca Zantjer.** "The Difference is in the Design: Toward Culturally-Situated Digital Translation." Proposal accepted and manuscript submitted to Potts, Liza, and Michael Salvo, *Rhetoric and Experience Architecture*.

**Martinez, Laura.** "Review of Nowacek, Rebecca S. *Agents of Integration: Understanding Transfer as a Rhetorical Act*. Carbondale: Southern Ullinois UP, 2011." *Composition Forum* 26 (Fall 2012). Web.

## Refereed Conference Proceedings

**Gonzales, Laura,** Zantjer, Rebecca, and Howard Fooksman. "Portable Pedagogy: How Interaction Design made us Better Teachers." Proceedings of the 2015 *ACM International Conference on Design of Communication*. ACM SIGDOC, 2015.

**Gonzales, Laura.** "An Analysis of Twitter Conversations at Academic Conferences." Proceedings of the 2014 *ACM International Conference on Design of Communication*. ACM SIGDOC, 2014.

## Grants and Awards

*Recipient*, \$500 Microsoft Student Research Competition Award, **1<sup>st</sup> Place**. *ACM International Conference on the Design of Communication*, 2015.

*Recipient*, \$200 Travel Stipend for Research Methods Workshop at the *Association of Teachers of Technical Writing Conference*, 2015.

*Recipient*, \$1000 *Council of Programs in Technical and Scientific Communication* Diversity Fellowship, 2014.

*Recipient*, \$200 Social Media Fellowship, *ACM International Conference on the Design of Communication*, 2014

*Recipient*, \$500 *Sweetland Digital Rhetoric Collaborative* Graduate Fellowship, 2013 & 2014.

*Recipient*, \$750 *Pearson Technology Innovator's Award*, 2014

*Recipient*, \$125,000 University Distinguished Fellowship (five-year graduate funding with teaching releases in first and fifth year), Michigan State University, 2013-2018 .

*Recipient*, \$350 *Computers and Writing Conference* Travel Scholarship, 2014.

*Recipient*, \$750 Scholars for the Dream Award, *College Composition and Communication*, 2013.

*Recipient*, \$500 Hawisher & Selfe Caring for the Future Award, *Computers and Writing Conference*, 2012.

*Nominee*, Award for Excellence by a Graduate Teaching Assistant, University of Central Florida, 2011.

## Industry Experience and Collaborations

Translations Coordinator | The Hispanic Center of Western Michigan | Grand Rapids, MI | Summer 2015-present

Content Strategist and Research Lead | Ladies that UX | Fall 2014- present

UX Researcher | NEH Implementation Grant for Internet Archiving Tool “Archive as I see it Now” | Fall 2014- present

## Digital Projects and Editorial Work

Editor, “Beyond a Single Language/Single Modality Approach to Writing Blog Carnival.”

*Sweetland Digital Rhetoric Collaborative*. Web. Oct. 2014.

< <http://www.digitalrhetoriccollaborative.org/2014/09/02/call-for-blog-carnival-contributions-beyond-a-single-languagesingle-modality-approach-to-writing/>>.

<<http://www.digitalrhetoriccollaborative.org/category/conversations/blog-carnival/blog-carnival-5/>>.

Designer, with Rebecca Zantjer and Howard Fooksman. *Prompt.Me: Helping People Write Better Assignment Sheets*. Prototype in development. Video Pitch:

<<https://www.youtube.com/watch?v=2SzMWLoR4C8>>.

Assitant Editor, *The Best of Independent Rhetoric and Composition Journals*, 2013, 2014, & 2015.

## Non-Refereed Online Writing

**Gonzales, Laura.** “Translanguaging/Transmodal(ing?) in Practice: What we can Learn from Listening to Multilinguals.” *Sweetland Digital Rhetoric Collaborative*. Web.16 January 2015.

Van Ett, Laura, and **Laura Gonzales.** “Hey, we’re Trending! But what are Saying?: Analyzing Digital Conversations from 2013 #cwcon.” *Sweetland Digital Rhetoric Collaborative*. Web. 25 Nov. 2013.

**Gonzales, Laura.** “By Way of Introduction: Laura Gonzales.” *Sweetland Digital Rhetoric Collaborative*. Web. 24 Oct. 2013.

**Gonzales, Laura.** “Review of Marie Ullrich’s *Faster!*” *Agnes Films: A Site for Female Filmmakers*. Web.11 Nov. 2013.

**Gonzales, Laura.** “Work with new DRC Fellows to Build out the Sweetland Digital Rhetoric Collaborative Website and Wiki at WIDE-EMU 2013.” *Sweetland Digital Rhetoric Collaborative* Web. 27 Sept. 2013.

**Martinez, Laura.** “What Students have to say about Autoethnography Assignments from *Writing about Writing: A College Reader*.” *Writing about Writing Newsletter* 1.1 (Spring 2012). Web.

**Martinez, Laura.** “If this is ‘Just another English Class,’ then why aren’t we Speaking the Speaking the same Language?” *Bedford Bits: Ideas for Teaching Composition*. Elizabeth Wardle and Doug Downs. Bedford/St. Martin’s, 7 Feb. 2011.Web.

## Conference Presentations

### National Conferences:

- Gonzales, Laura.** “Insights into Multilingual Digital Work Coordination: ‘It’s not about Writing in English or Writing in Spanish, it’s about being all the Time in both Worlds.’” *Conference on College Composition and Communication*. Houston, TX—forthcoming April 2016.
- Gonzales, Laura.** “Visualizing Translation, or How DH can Flip the Deficit Model Toward Linguistic Diversity.” *Rhetoric Society of America Conference*. Atlanta, GA—forthcoming May 2016.
- Gonzales, Laura,** and Rebecca Zantjer. “The Difference is in the Design: Toward Culturally-Situated Digital Translation.” *Council of Programs in Technical and Scientific Communication Conference*. Logan, UT—forthcoming September 2015.
- Gonzales, Laura.** “PromptME: Translating Writing Assignment Sheets.” *ACM International Conference on the Design of Communication*. Limerick, Ireland—June 2015.
- Gonzales, Laura,** and Danielle Nicole DeVoss. “Remixing the Canon: Rhetorical Tools for 21<sup>st</sup> Century Composition.” *Computers and Writing Conference*. Menomonie, WI—May 2015.
- Cohn, Jenae, **Gonzales, Laura,** Harding, Lindsey, Miller, Paula, Vetter, Matthew, Gere, Anne, Blevis, Brenta, Silver, Naomi, and Heather Lang. “Engaging Multiliteracies, Engaging Communities: The Sweetland Digital Rhetoric Collaborative.” *Computers and Writing Conference*. Menomonie, WI— May 2015.
- Beck, Estee, Crow, Angela, DeWinter, Jennifer, **Gonzales, Laura,** Reilly, Colleen, and Stephanie Vie. “Technoliterate In(ter)ventions: Surveillance, Privacy, and Net Neutrality.” *Computers and Writing Conference*. Menomonie, WI— May 2015.
- Gonzales, Laura,** Zantjer, Rebecca, and Howard Fooksman. “Writing as Translation.” *HASTAC Conference*. East Lansing, MI— May 2015.
- Gonzales, Laura.** “‘A Video is just...more Flexible’: Flipping the Deficit Discourse around Latin@ Learners through Multimodality.” *Latino@ Workshop at the Conference on College Composition and Communication*. Tampa, FL—March 2015.
- Gonzales, Laura.** “Technical Communication with a CLUE: Building Curricula through Culturally Localized User Experience.” *Council of Programs in Technical and Scientific Communication Conference*. Colorado Springs, CO— September 2014.
- Gonzales, Laura.** “An Analysis of Twitter Conversations at Academic Conferences.” *ACM International Conference on the Design of Communication*. Colorado Springs, CO—September 2014.
- Gonzales, Laura.** “Using Video Coding Software Across Languages: Themes, Tags, and Representations.” *Association of Teachers of Technical Writing Conference*. Indianapolis, IN— March 2014.

- Gonzales, Laura.** “Quiet Engagement: The Rhetoric of Silence in Multilingual Composition.” *Conference on College Composition and Communication*. Indianapolis, IN— March 2014.
- Gonzales, Laura,** Manthey, Katie, and Maria Novotny. “Cuerpos y Lenguajes: Chicas Using Technologies of Personal Experience to Navigate Academic Interfaces.” *Computers and Writing Conference*. Pullman, WA— June 2014.
- Gere, Anne, Homan, Elizabeth, Blevis, Brenta, Tarsa, Rebecca, Garcia, Medireth, Harding, Lindsey, Silver, Naomi, and **Laura Gonzales.** “Evolutions: The History and Future of Computers and Writing and Related Fields, as told on the DRC Wiki.” *Computers and Writing Conference*. Pullman, WA— June 2014.
- Gonzales, Laura.** “Analyzing Twitter Conversations at Academic Conferences” *Digital Humanities Summer Institute Poster Presentation*. Victoria, BC— June 2014.
- Gonzales, Laura.** “Embodying Conocimiento: The Rhetoric of Silence in Multilingual Learning.” *Computers and Writing Conference*. Frostburg, MD— June 2013.
- Martinez, Laura.** “Crossing Contexts: Using Digital Literacies to Interface Across Activity Systems.” *Conference on College Composition and Communication*. Las Vegas, NV— March 2013.
- Martinez, Laura,** Wolcott, Leslie, & Friend, Christopher. “Digital Literacies in FYC Classrooms: Enhancing Understanding, Engagement, and Transfer.” *Computers and Writing Conference*. Raleigh, NC—May 2012.
- Martinez, Laura.** “Encouraging Transfer within FYC: Tracing the Operationalization of Writing-Related Knowledge within Composition.” Qualitative Research Network pre-conference workshop at the *Conference of College Composition and Communication*. Saint Louis, MO—March 2012.
- Martinez, Laura.** “Encouraging Transfer within FYC: Study Results and Strategies for Tracing the Operationalization of Writing Related Knowledge within Composition.” *Writing Program Administrators Summer Conference*. Baton Rouge, LA—July 2011.
- State Conferences:**
- Haun, Peter, Locano, Katherine, Weaver, Sarah, and **Laura Gonzales.** “Building Classroom Communities of Feedback to Support Peer-Review and Revision.” Michigan Council of Teachers of English Conference. East Lansing, MI—forthcoming October 2015.
- Gonzales, Laura,** and Ezekiel Choffel. “We don’t Need to “Help” them: Language and Race in the Writing Center. *East Central Writing Centers Association Annual Conference*. Notre Dame, IN—March 2015.
- Smith, Trixie, Keller, Beth, and **Laura Gonzales.** “Is this Seat Taken?: Interacting with Difference as Embodiment in the Writing Center.” *East Central Writing Centers Association Annual Conference*. Oxford, Ohio—March 2014



**Gonzales, Laura**, Grabill, Jeffrey, Haun, Peter, Hicks, Troy, Reimbold, Rita, Smith, Allegra, VanDuinen, Deborah, and SusanWilson-Golab. "Rethinking the Writing Process with Peer Review and Revision." *Michigan Reading Association Conference*. Grand Rapids, MI—March 2014.

#### **Department/University Presentations:**

**Gonzales, Laura**, and Howard Fooksman. "Writing Effective Assignment Sheets in FYW." First-Year Writing Orientation, Michigan State University—August 2015

Blythe, Stuart, and **Laura Gonzales**. "Learning about Transfer and Writing in a Biology Course." First-Year Writing Workshop Series, Michigan State University—January 2015

**Gonzales, Laura**. "Multilingualism and Multimodality: Learning from Multilingual Students' Writing Practices." *Council of Graduate Students Academic Conference*, Michigan State University—March 2014

**Martinez, Laura**. "Teaching Students to Write Literature Reviews in Composition." Department of Writing and Rhetoric Teaching Circle, University of Central Florida—May 2013.

**Martinez, Laura**. "Methods of Ongoing Assessment." Department of Writing and Rhetoric GTA Orientation, University of Central Florida—August 2011.

**Martinez, Laura**. "Scaffolding Activities and Assignments for Maximum Student Learning." Department of Writing and Rhetoric Orientation, University of Central Florida—August 2011.

**Martinez, Laura** and Mary Tripp. "What our Research Projects Tell us About Transfer and Self-Efficacy." Department of Writing and Rhetoric, University of Central Florida—March 2011.

**Martinez, Laura**. "Tracing Transfer within FYC." *Graduate Research forum*, University of Central Florida—March 2011.

#### **Unconferences:**

**Gonzales, Laura** and Naomi Silver. "Building a History of Digital Rhetoric for the Sweetland DRC." WIDE/EMU. Eastern Michigan University, Ypsilanti, MI—October 2013

**Gonzales, Laura**. "Help the DRC Fellows Build out the Sweetland DRC Resources." Great Lakes THATCamp. Lawrence Tech, Southfield, MI—September 2013

#### **Invited Presentations and Workshops**

**Gonzales, Laura**. Facilitator, *HASTAC UnConference*, Michigan State University—June 2015.

**Gonzales, Laura**. "Teaching with/Learning from Linguistic Diversity." April Baker-Bell's

Teacher Education Graduate Course, Michigan State University—November 2014.  
**Gonzales, Laura.** “Writing Literary Narratives through Visual and Digital Rhetoric.”  
Saginaw Chippewa Tribal College—March 2014.  
**Gonzales, Laura.** “Genre Theory in Digital Rhetoric.” Liza Pott’s WRA 415: Digital Rhetoric  
Class, Michigan State University—September 2013.  
**Gonzales, Laura** and Víctor Delhierro. “Talking about Writing with CAMP.” *College  
Assistance Migrant Program*, Michigan State University—September 2013.  
Wardle, Elizabeth, Owens, Lindee, and **Laura Martinez.** “Teaching Writing about Writing.”  
University of South Florida—September 2012.

## **Certificates and Professional Development**

Association of Teachers of Technical Writing Research Methods Workshop: Analyzing  
Digital Writing in a Cross Cultural Framework | March 2015.  
Digital Humanities Summer Institute: Digitization Fundamentals | University of Victoria |  
June 2014.  
Graduate Teaching Associate Certification Course| University of Central Florida | August  
2010.  
Bi-weekly Teaching Circles for Graduate Teaching Associates| University of Central  
Florida | 2010

## **Service and Outreach**

### **Departmental Committees:**

Writing, Rhetoric, and American Cultures Department (WRAC), Professional Writing  
Curriculum Committee | Michigan State University | Fall 2014-present  
Writing, Rhetoric, and American Cultures Department (WRAC), Experience Architecture  
Curriculum Committee | Michigan State University | Fall 2014-present  
Writing, Rhetoric, and American Cultures Department (WRAC), Anderson Award Selection  
Committee| Michigan State University | Spring 2013  
College Assistant Migrant Program, Writing Consultant | Michigan State University |  
Fall/Spring 2013  
Writing, Rhetoric, and Praxis Professional Development Committee | Michigan State  
University | 2013-present  
*Stylus: A Journal of First-Year Writing*, Reviewer | University of Central Florida| Fall-  
Summer 2012  
Department of Writing and Rhetoric Curriculum Committee | University of Central Florida  
| 2012  
Knights Write Selection Committee | University of Central Florida | 2011-2013  
Knights Write Poster Presenter Committee | University of Central Florida | 2011-2013

Department of Writing and Rhetoric Reading Group | University of Central Florida | 2011  
Department of Writing and Rhetoric Portfolio Assessment Committee | University of  
Central Florida | 2011-2013

**Research Groups:**

Globalization Research Cluster | Michigan State University | 2013-present  
Writing in Digital Environments Research Group | Michigan State University | 2013-present

**Local Service:**

Creative Writing Instructor | Seminole State College Adult High School | 2010.

**National Service:**

*ACM Special Interest Group in the Design of Communication* | Student Representative  
| Board Member | 2015.  
*Present Tense: A Journal of Rhetoric and Society* | Reviewer, Special Issue on Rhetoric and  
the State | Summer 2015.  
*Research in the Teaching of English (RTE)* | Reviewer | 2013-present.  
*Council of Programs in Technical and Professional Communication* | Diversity  
Committee | 2014-present.  
*Writing Lab Newsletter* | editorial board member | 2014

**International Service:**

College Placement Advisor and Writing Instructor | Instituto Praxis, Santa Cruz, Bolivia |  
June 2010-present.

**Affiliations**

Association of Teachers of Technical Writing  
Council of Writing Program Administrators  
ACM Special Interest Group in the Design of Communication  
Women in Technical Communication  
Computers and Writing Race Caucus  
Conference on College Composition and Communication  
Latina/o Caucus, NCTE/CCCC

**Language**

Native proficiency in Spanish

# References

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Liza Potts, PhD (Chair)  
Associate Professor  
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Steven Fraiberg, PhD (committee member)  
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# Writing Sample and Publication Plan

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This writing sample includes a dissertation summary, illustrating how I plan to situate my work in technical communication, digital rhetorics, and multilingual writing. Additionally, this writing sample includes a data chapter highlighting how I worked with a student-run Latin@ organization in Florida to investigate the processes and practices of translation. This project further supports my position as a technical communication researcher who uses rigorous methods and methodologies to understand the value of linguistic diversity in professional and academic contexts. Selected portions of the included sample are forthcoming in my collaboration with user-experience researcher Rebecca Zantjer in the November 2015 issue of *Technical Communication*. A proposal stemming from this proposal is in preparation to be submitted to the *Book Series in Technical and Professional Communication* sponsored by the *Association of Teachers of Technical Writing* during the summer of 2016. Additional chapters and articles stemming from this project are available upon request.

# Sites of Translation: What Multilinguals Can Teach us about Rhetoric, Writing, and Technology

## Dissertation Summary

In my dissertation, *Sites of Translation: What Multilinguals Can Teach us about Rhetoric, Writing, and Technology*, I provide a new method for studying the translation practices of multilingual communicators. While recent developments in technical communication have helped us acknowledge translation as an valuable activity (Batova & Clark, 2015; Sun, 2012; Walton, Zraly, & Mugengana, 2015), few studies provide empirical, fine-grained illustrations of how and why translation requires complex intellectual work that should be further valued in our professional and academic spaces. Through the analysis of screencast data, video footage, and artifact-based interviews collected during the process of translation at two different research sites, I argue that individuals who translate layer a variety of cultural, rhetorical, and technological strategies to complete translation activities. These strategies include deconstructing and repurposing language to meet the needs of specific audiences, using storytelling and gesturing to localize information for specific users, as well as using a wide range of digital translation tools as sites of invention to use, adapt, and even create words that adequately transform ideas from one language to another. The results of my dissertation suggest that technical communicators, information architects, and instructors could use the translation expertise of multilinguals to design and develop effective and culturally-localized pedagogies and designs for diverse audiences.

In Chapter 1, I trace how the activity of translation has been discussed and studied in both professional and academic contexts. I find that conversations about translation have tended to focus on the product of a translation project rather than the process itself. In turn, I argue that studying the process of translation more closely may help technical communicators better understand how information can be successfully adapted across languages and cultures.

In Chapter 2, I make a methodological argument about how translation can be more closely studied as an activity. After showing that translation has been primarily studied through interviews, observations, and textual analyses of written products, I argue for an empirical, mixed-methods approach to studying translation in situated “translation moments.” Translation moments are instances in time when an individual makes a rhetorical decision about how to transform information from one language to another. Drawing on recent work in technical communication that traces the digital writing coordination of professional writers (e.g., Slattery, 20014; Pigg, 2014), I describe my approach to studying how multilinguals transform information during translation moments. I then introduce my two research sites, *Knightly Latino News Network* and *The Hispanic Center of Western Michigan*. I explain that I will be focusing on how “translation moments” are enacted by multilinguals at each research site, in order to understand the tools and strategies multilinguals employ as they translate information.

In Chapter 3, I discuss how translation is enacted by student writers at *Knightly Latino News*, a student-run, Spanish-English News Network in Florida. Students at *Knightly Latino News* volunteer to translate news stories from their English-based network to Spanish in order to serve the Latino community in Florida. Through my analysis of

screencast data and artifact based interviews conducted and submitted as students were translating news stories from English to Spanish for *Knightly Latino*, I found that multilinguals in this organization use cultural knowledge to contextualize their translations for their specific community. That is, instead of merely translating news stories word for word, student writers for this organization make rhetorical decisions and negotiations as they tailor information for their Latino audience. They don't just move words from one language to another, but instead actively transform ideas to reach their audiences. By studying the translation practices of student writers at *Knightly Latino*, I argue for an understanding of translation as a user-localization practice. I suggest that technical communicators and information architects could benefit from studying the translation practices of multilinguals who are not professional translators or interpreters.

In Chapter 4, I discuss translation moments at my second research site, *The Hispanic Center of Western Michigan*. Translators at the *Hispanic Center* translate community technical documents (e.g., pamphlets, flyers) as well as personal documents (e.g., birth certificates, education records) for the Latino community in West Michigan. The mission of the organization is to promote sustainable language accessibility in their area. Through my analysis of translation at the *Hispanic Center*, I found that translation is often a collaborative, embodied activity. That is, rather than relying on digital translators or tools, translators at the *Hispanic Center* successfully transform information by working with other members of the office. When they stumble on a translation, members of the *Hispanic Center* tell stories to recall how they have seen words used in other contexts, they gesture or sketch words to reach a common meaning, and they localize information in their translations through the use of cultural knowledge and embodied practice. In this way, I end Chapter 4 by suggesting that translation is a culturally-situated activity that cannot be reduced to simple word-replacement models.

In Chapter 5, I use my analysis to propose what I call a revised rhetoric of translation. This revised translation model positions translation as a cultural, creative, cyclical activity that requires various types of technical knowledge. Through this new framework for translation, I propose my design of a new digital pedagogical translation tool that accounts for the cultural and embodied aspects of translation currently absent from contemporary translation tool designs. Through the support of the Writing in Digital Environments Research Center and the Creativity Exploratory at Michigan State, I am working with a team of designers and developers to enact my model of translation into a tool that highlights the value of multilingual communicative practice.

In Chapter 6, I translate my data into a practical applications that can be used by writing instructors and professional writers working across cultures and languages. I provide implications for technical writers developing content for international audiences, as well as for designers working to develop culturally-situated digital translation tools. Lastly, I describe how I transform the findings of my dissertation into pedagogical tools that can help teachers and students translate disciplinary language in writing assignment sheets.

### Chapter 3: Translation Moments at Knightly Latino News

*"Translation for me is not about writing in English or writing in Spanish-It's about living all the time in both worlds and knowing where to go in the moment"*

-Natalie, Knightly Latino News

#### Introduction

Increasingly, technical communication researchers and practitioners are acknowledging the need to create culturally sensitive, global ready content (Agboka, 2013; Sun, 2012). As Maylath *et al.* (2013) explain, "diversity, interdependence, ambiguity, and flux epitomize the conditions under which international professional communicators work today" (p. 68). To produce and disseminate "culture-specific information models" that address the needs and skills of global users, "best practices are needed...that stem from collaborative research on culture, translation and localization, global audience analysis, and content strategy" (Batova & Clark, 2015, pg. 5). As others have noted, the importance of cross-cultural, multilingual communication has become increasingly integral to technical communication research and practice.

Numerous researchers in technical communication are developing contemporary models for understanding the importance of culturally localizing content (Batova & Clark, 2015; Maylath *et al.*, 2014; St. Amant, 2002; Sun, 2006; 2012). Drawing on several case studies conducted to examine the function of mobile text-messaging in China, Sun (2012) highlights the role that local users' adaptations of a technology (that is, text-messaging) can be useful in improving developer localization. User localization, Sun (2012) argues, differs from developer localization, or "the localization work occurring at the developer's site that we commonly refer to when thinking of localization" (p. 40). User-localization focuses on the specific activities and strategies users employ when communicating to meet their culturally-situated needs. Understanding user-localization, in turn, can help developers design and adapt technologies to meet the needs of users in localized contexts.

In this chapter, I examine how translation and localization are enacted through what Sun (2012) calls "user localization." By tracing the process of translation and localization as activities enacted by users in context, I aim to better understand translation and localization as culturalized activities (that is, activities that draw on users' cultural backgrounds and lived experiences). In this project, I aim to answer the following questions:

1. What rhetorical practices do multilinguals use to adapt information from one language to another?
2. What can technical communicators learn from the rhetorical practices multilinguals use to adapt information from one language to another?

By better understanding what translation looks like when enacted by multilingual speakers (who are experts in multiple languages but not professional translators or interpreters), I believe that I can devise strategies and models for translation that are useful for technical communicators working across languages and cultures. My goal is to present a research-driven picture of what translation looks like and to help technical communication researchers and practitioners identify places where we can learn from the rhetorical strategies of multilinguals to more effectively adapt information in international contexts. By approaching translation in this way, technical communicators



can gain both an enhanced understanding of the expectations of audiences from various cultures and re- think how they might work with translators in the future.

### Method

In tracing the discussion of translation as an activity within professional and academic spaces (in Chapters 1 and 2), I have shown that both technical communication and rhetoric and composition scholars are making strides toward understanding the important rhetorical contributions of multilinguals<sup>1</sup>. Yet, I would argue that both disciplines have yet to fully study translation and the potential contributions that this activity could make to our understanding of writing and design in various contexts. There is a lot of work to do to help us understand not only that individuals *do* move between languages, but also *how* and *why* these individuals decide to make these transitions at specific moments in time. In order to understand translation activities and their potential contributions to our work, I suggest we extend the methods and methodologies through which we look at translation. By combining methodological frameworks in rhetoric and composition and technical communication to study translation, we might gain a deeper understanding of how translation, and the people who translate, can be leveraged as rhetorical assets in our workplaces and classrooms.

In the following sections, I illustrate the translation practices of multilingual communicators at one of my research sites, *Knightly Latino News*, a student-run news production organization at the University of Central Florida. I will first situate this chapter by describing the goals and objectives of *Knightly Latino News*, before moving on to discuss how multilingual communicators in this organization use their translation skills to reach out to the Latin@ community in Orlando, Florida. I will conclude by drawing implications for technical communicators, information architects, and instructors developing content and pedagogies for diverse audiences.

### *Background on Knightly Latino News*

*Knightly Latino News* is a university campus news network that focuses on writing and translating news stories to meet the needs of the Latin@ community in Florida. *Knightly Latino News* is run by a faculty instructor and approximately 8 student members, 5 of whom speak both Spanish and English fluently. *Knightly Latino News* partners with the university's English-based News network, *Knightly News*. The 8 students involved in *Knightly Latino News* also work for the English-based *Knightly News*. At *Knightly News*, students write, produce, and share English-language stories with the Orlando community. While students in *Knightly News* receive university credit for their participation, the 8 students (along with the faculty instructor) who also run *Knightly Latino News* volunteer their time to translate the stories written for the English-language network. These students translate the stories produced by *Knightly News* into Spanish and reproduce them for *Knightly Latino News*, hence increasing the reach and service of the University's networks by providing access to the Spanish-speaking Latin@ community in Orlando.

The bilingual members of *Knightly Latino* are part of the Latino community in Orlando to which they are writing. This community connection frequently allows members of *Knightly Latino News* to use their personal experiences and rhetorical knowledge to understand the needs of their audience (the Latin@ community in Florida). Studying the

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<sup>1</sup> The table included in Appendix 1 provides an overview of the methods used to study translation in recent studies within rhetoric and composition and technical communication.

translation practices of *Knightly Latino News* members can help technical communicators better understand how multilinguals use both their own rhetorical knowledge and other translation tools to communicate across languages.

#### *Data Collection*

In order to understand the translation practices used by members of *Knightly Latino News*, I collected three different types of data:

**Observations (180 minutes total):** I observed three 60-minute *Knightly Latino News* group meetings that took place at the *Knightly Latino News* studio in Florida. During these meetings, *Knightly Latino News* members were planning their upcoming events, discussing story pitches, and reviewing their recent publications. During these meetings, I also introduced myself and discussed the research being conducted. I used these meetings as a chance to build relationships with the participants in an effort to enact a reciprocal and ethical research practice. I took written field notes during these meetings, noting the types of translation tasks being discussed by members of *Knightly Latino News*.

**Screencasts (180 minutes total):** While there were 8 *Knightly Latino News* members in attendance during the observed meetings, two students, Natalie and Bridget, volunteered to participate as case-study participants for this project. These students agreed to have me install Camtasia Relay on their personal computers, and they agreed to record their computers screens as they worked on stories for *Knightly Latino News*. Each case-study participant submitted 90 minutes of screencast data, illustrating the various translation tasks being completed as part of their work for *Knightly Latino News*. Using screencast data to analyze translation practices allowed me to better understand “what is going on at that moment when people put pencil to paper, fingers to keyboard” (Sánchez 234). This situated method was particularly useful for analyzing how participants coordinated digital resources to translate (Slattery, 2007).

**Artifact-Based Interviews (240 minutes total):** While the screencasts provided an illustration of participant’s digital movements (e.g., mouse-clicks, typing), the screen casts do not provide insights into participants’ motivations for making these moves. That is, the screencast data allowed me to see what sources and tools students were using to translate, but they did not explain why participants chose to use these resources. For this reason, each of the two participants was asked to participate in a follow-up artifact-based interview, where participant and I watched the screencasts together and discussed why the participant chose to make specific moves during the digital translation process. For example, I asked, “Why did you decide to use this particular definition, or not? Why did you go to that website?” In this way, artifact-based interviews provided me with an additional layer of analysis for understanding my participants’ translation practices. In addition to conducting artifact-based interviews with the participants themselves, I also conducted a 120 minute artifact-based interview with the faculty adviser for *Knightly Latino News*. During this interview, the adviser and I watched selected parts of the participants’ screencasts and discussed the artifact-based interviews already conducted with participants. This interview took place during my coding of the screencast and artifact-based interview data. In this way, I was able to discuss preliminary codes and results with the faculty adviser, asking for her perspective on the emerging patterns as a way to both triangulate my coding scheme and to ensure that I was representing the work at *Knightly Latino News* in an accurate and ethical way.

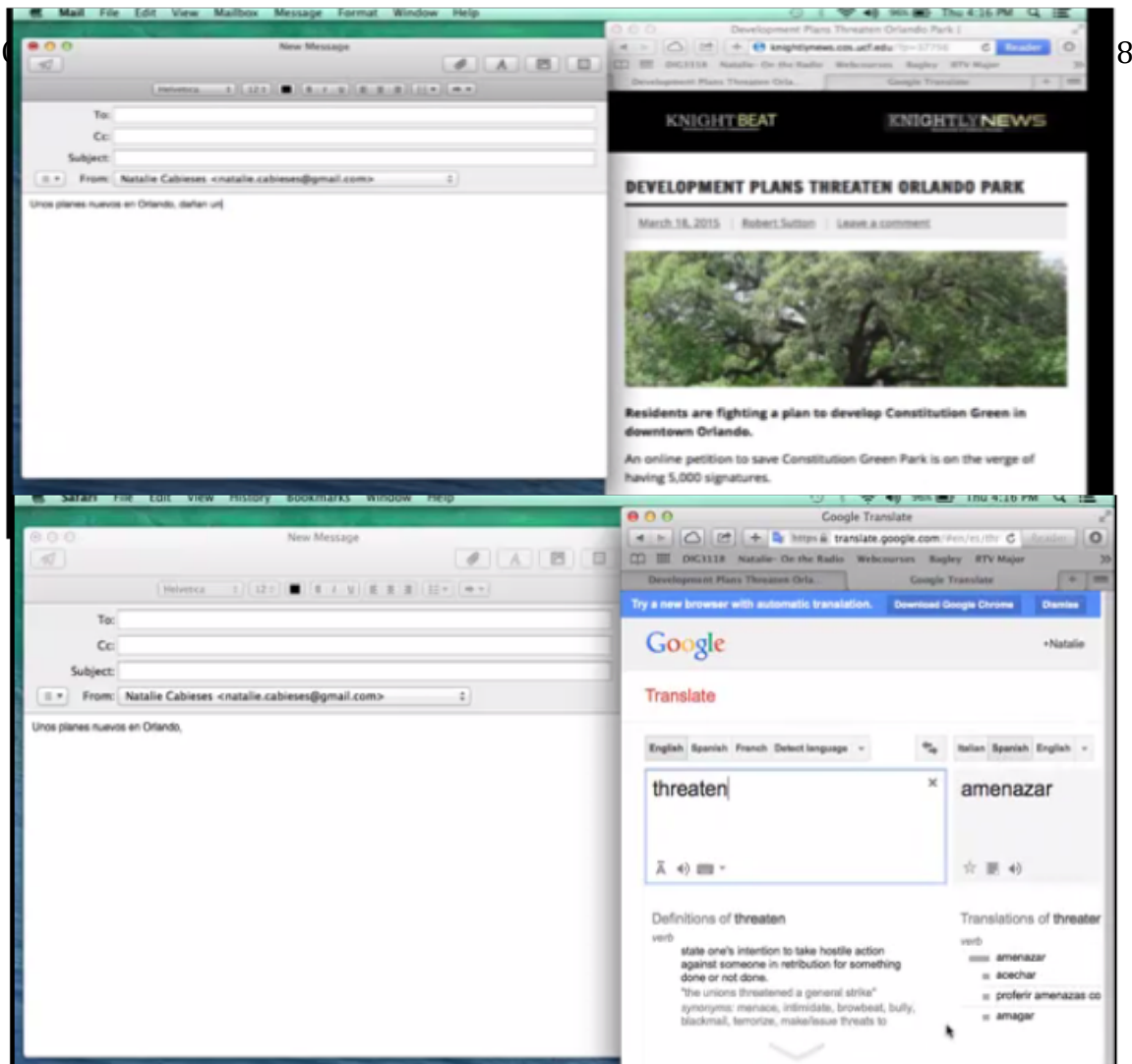
### *Data Analysis*

I used three rounds of coding to analyze all data. Using ELAN video coding software, I was able to code all data on several levels or “tiers,” triangulating coding categories emerging from the screencast data with those emerging during the artifact-based interviews and observations (Blythe, 2007; Gonzales, 2015). In this way, my coding scheme (depicted in Table 1) reflects both my analysis of the data as well as my participants’ discussion and clarification of this analysis. I first coded all data to identify translation moments as the macro-level codes or major unit of analysis. In the second round of coding, I identified instances of the translation strategies depicted in Table 1, making note of any new coding categories that could emerge from the data in vivo. I started with an initial coding scheme developed during a pilot study intended to help me identify a wide-range of strategies multilinguals used to translate information (see Gonzales and Zantjer, 2015 for a discussion of this pilot study). In the third and final round of coding, I verified my initial counts of the coding strategies while finalizing the list of micro level codes (final list of codes depicted in Table 1). I will now provide additional details and examples of both the macro and the micro level coding categories.

### *Translation Moments (Macro-Level Coding)*

I’m focusing on an analysis of what I’ve come to call translation moments, or instances in time when an individual makes a decision about how to translate information from one language to another. Drawing on Alvarez’s (2014) concept of translanguaging events, translation moments do not encompass the entire translation process. Rather, translation moments take place when individuals pause in their translation process to make a rhetorical decision about how to contextualize a translation.

For example, as she translates a story entitled “Development Plans Threaten Orlando Park,” Natalie, one of my *Knightly Latino News* participants has two screens open- the English article published on the University’s English-language network, and a blank document where she is translating this specific story (See Figure 1). While Natalie is reading the article in English and simultaneously translating the piece into Spanish, approximately 10 seconds into her screencast recording, Natalie stops her simultaneous translation and she opens Google translate. She then looks up the word “Threaten” to find an adequate translation (See Figure 2).



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**Figure 2: Natalie Uses Google Translate to Translate “Threaten”**

While Natalie translated the first few lines of the article without stopping, she paused to translate and localize the word “threaten.” This pause and the following use of Google translate encompass a “translation moment.” While this specific translation moment only consisted of one word search using Google translate, other translation moments encompassed the use and layering of several translation strategies. Analyzing the strategies used by multilinguals during these translation moments, and then speaking with participants regarding their motivation for using these strategies, I argue, provides useful insights into the ways multilinguals use their rhetorical and cultural knowledge to translate information. These insights can help technical communicators and information architects design and translate for global audiences.

#### *Translation Tools and Strategies (Micro-Level Coding)*

Once I identified all translation moments in the data collected, I used axial coding strategies (Saldaña, 2013) to further analyze the tools and strategies employed by participants during each translation moment. I used the coding scheme depicted in Table 1 to code translation moments. ELAN video coding software allowed me to code each translation moment as more than one code. For example, in one translation moment, a participant may gesture, use digital translation tools, and tell a story, which would mean

that this moments gets coded as one macro-level code (i.e. translation moment) and three micro-level codes (i.e., gesturing, using digital translation tools, storytelling).

**Table 1: Preliminary Codes**

Code	Description	Example
Use of digital translation tools	<i>Use of digital translation tools</i> are moments where multilinguals access online translators to facilitate translations.	A participant used Linguee, an online Spanish-English dictionary to look up the word “notarized”
Deconstructing	<i>Deconstructing</i> are moments where participants translate a word by breaking it down into its component parts.	A participant looked up the word “harm,” “to harm,” and “harmed” in order to find an adequate translation.
Gesturing	<i>Gesturing</i> moments where multilinguals use abstract physical movements to convey meaning and/or support a verbal explanation of a word.	A participant explained <i>bochinche</i> , or a place/event that is oppressively noisy, by waving her arms and covering her ears to convey how it feels to be in a <i>bochinche</i> .
Intonation	<i>Intonation</i> moments where multilinguals use vocal inflection (e.g., raising/lowering pitch, altering tone, etc.) to convey meaning.	A participant explained <i>gigl</i> , the feeling you get when you see something so cute you want to shake it, by raising his vocal pitch and emphasizing “oo” sounds.
Negotiating	<i>Negotiating</i> moments where multilinguals explain words by putting them in relationship with one or more related terms.	A explained <i>mitonner</i> , or the act of making a very detailed/time-consuming meal, by relating it two other words for cooking and explaining where the meanings overlapped and diverged.
Sketching	<i>Sketching</i> moments where multilinguals use visual aids to convey meaning.	A participant drew corn on the cob on the board to illustrate her definition of the word <i>mazorca</i> .
Storytelling	<i>Storytelling</i> moments where multilinguals use narratives (both real and fictional) to convey meaning.	A participant told a story of the various places in which she has seen the word <i>notarizar</i> in order to come up with the adequate conjugation of the verb during a translation moment.

### Results:

Each of my two case study participants (Natalie and Bridget) submitted 90 minutes of screencast data. These 90 minutes encompassed a the translation of 2 stories per participant, for a total of 4 translated stories. Table 3 and Table 4 illustrate the number of

translation moments experienced by each participant, as well as the strategies each participant employed during each translation moment.

**Table 2: Natalie's Translation Moments**

<b>Translation Moment #</b>	<b>Duration (in seconds out of 1800)</b>	<b>Words looked up</b>	<b>Strategies Used</b>
1	100	Threaten Harm	Use of DT, Negotiating
2	89	Fighting Try Development	Use of DT , Deconstructing, Negotiating
3	91	town	Use of DT, Negotiating
4	80	Developer Property developer	Use of DT, Negotiating
5	23	Commissioner	Use of DT
6	178	Own Owns To own Alcadre (Spanish to English) Alcanadre (Spanish to English)	Use of DT , Deconstructing, Negotiating
7	38	Lease	Use of DT
8	75	Privately Private privacy	Use of DT, Deconstructing
9	58	environment	Use of DT
10	134	Thrive Thrives Succeed success	Use of DT, Negotiating, Deconstructing
11	82	Allows Allowed permit	Use of DT, Negotiating, Deconstructing
12	53	Display show	Use of DT, Negotiating, Deconstructing
13	22	Continues continued	Use of DT, Deconstructing, Negotiating
14	19	enrollment	Use of DT
15	22	Public	Use of DT, Negotiating
16	76	Advantage Increase add	Use of DT, Negotiating
		<b>Total Time Spent in Translation Moments</b>	<b>1140 (avg. 71.25/moment)</b>

As evidenced in Table 3, Natalie engaged in a total of 16 translation moments during her 90 minute screencast recording. She spent a total of 1140 seconds in these 16 translation moments. Hence, translation moments encompassed 21.11% of Natalie's overall translation time. Furthermore, Use of Digital Translation Tools was Natalie's most used translation strategy (n=16). However, Natalie frequently paired the use of digital translation tools with deconstructing and/or negotiating strategies.

**Table 3: Bridget's Translation Moments**

<b>Translation Moment #</b>	<b>Duration (in seconds out of 1800)</b>	<b>Words looked up</b>	<b>Strategies Used</b>
1	20	"Spanish exclamation mark"	Use of DT
2	38	Student loan Student loan debt Debt student	Use of DT, Deconstructing
3	78	Trillion The same amount Trillion dollars	Use of DT, Deconstructing
4	45	Recently released release	Use of DT, Deconstructing, Negotiating
5	34	With the highest debt	Use of DT
6	28	Coming up approaching	Use of DT, Deconstructing, Negotiating
7	16	debate	Use of DT
8	17	mention	Use of DT
9	14	Spanish n	Use of DT
10	15	"thrives on campus"	Use of DT
11	22	"Diverse students" "diverse" "diversity"	Use of DT, Deconstructing
12	7	Throughout	Use of DT
13	18	Allows Allow allowed	Use of DT, Deconstructing
14	5	Student Union	Use of DT
15	5	Display	Use of DT
16	30	All-inclusive environment Inclusive environment	Use of DT, Deconstructing, Negotiating
17	40	Encouraging growth Encouraging alentador	Use of DT, Deconstructing, Negotiating
18	37	To strive for greatness To strive great	Use of DT, Deconstructing, Negotiating

19	26	downtown	Use of DT, Negotiating
20	48	Melting pot	Use of DT, Deconstructing, Negotiating
21	14	Multicultural Academic Support services	Use of DT, Negotiating
22	34	similaridades	Use of DT, Deconstructing, Negotiating
23	28	through	Use of DT, Deconstructing, Negotiating
24	12	Student loan debt	Use of DT,
25	34	Trillion dollars Trillion million	Use of DT, Deconstructing,
26	22	the same amount	Use of DT
27	26	“Spanish n”	Use of DT
28	23	invention	Use of DT
29	22	debate	Use of DT
30	78	Recently released	Use of DT, Negotiating
31	48	By increasing By increase	Use of DT, Deconstructing,
32	13	infrastructure	Use of DT
33	9	research	Use of DT
34	7	investment	Use of DT
35	14	increase	Use of DT
36	45	Will lead to economic growth	Use of DT
37	34	Student borrowers	Use of DT
38	67	Boost bottom lines	Use of DT
39	49	Sky rocketing	Use of DT
40	78	Tuition rates Rates tazas	Use of DT, Negotiating, Deconstructing
41	49	By	Use of DT, Negotiating,
42	34	Income-share agreement	Use of DT, Negotiating,, Deconstructing
43	89	Student Right to know before you Act	Use of DT, Negotiating,, Deconstructing
		<b>Total Time Spent in Translation Moments</b>	<b>1417 (avg. 32.95/moment)</b>

Bridget experienced 43 translation moments during her screencast recording, lasting a total of 1417 seconds. Translation moments hence encompassed 26.24% of Bridget's translation process. Bridget's most frequently used translation strategy was the use of digital translation tools (n=43), followed by deconstructing (n=17) and negotiating (n=15) strategies.



Because both participants, Natalie and Bridget translated these stories at home alone on their personal computers, the embodied translation codes depicted in Table 1 were not present. These strategies are more apparent in my second translation site, where translators work together in a shared office space. In the following sections, I'll discuss how Natalie and Bridget used translation tools, deconstructing, and negotiation to overcome communicative discrepancies during translation moments.

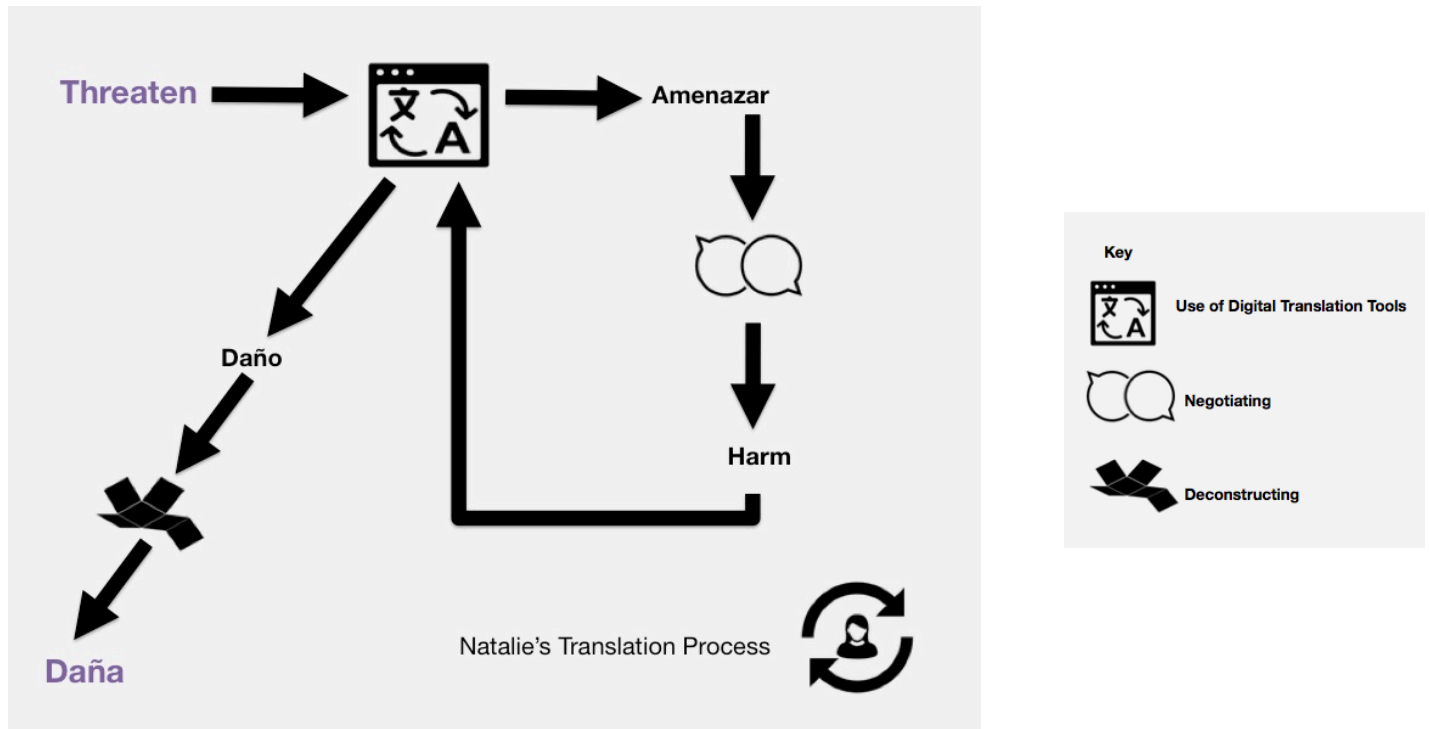
**Natalie: An Experienced Translator for Knightly Latino News**

As the student leader for Knightly Latino News, Natalie has been translating stories for the organization for 3 years. During her artifact-based interview, Natalie explained that she joined Knightly Latino because she wanted to get experience producing news stories in Spanish. As an advertising and public relations major, Natalie understands the importance of reaching the Latino population in Florida. "Latinos *are* Florida," Natalie explained during her interview; "You can't say you are talking to Floridians if you're only producing news in English."

After being born in the Dominican Republic, Natalie moved to Orlando with her family at the start of middle school (6<sup>th</sup> grade). Natalie explains that she learned to speak Spanish in the Dominican Republic first, but she started to learn English as a child even before her family moved to Florida: "To my family both languages [Spanish and English] have always been important, because our family lives in both places [the Dominican Republic and Florida]," Natalie stated.

Natalie's translation practices reflect her keen ability to seamlessly move between English and Spanish. When asked to describe her translation practices as she works on stories for Knightly Latino, Natalie explained, "Translation for me is not about writing in English or writing in Spanish-It's about living all the time in both worlds and knowing where to go in the moment." Natalie's sense of "where to go in the moment" was clearly evidenced in her layering of negotiation and deconstruction strategies during her translation process. While Natalie always used digital translation tools (i.e., Google translate) as a starting point for her translation, she often layered deconstruction and negotiation with the results she received from Google translate. In this way, Natalie localized the translations provided by Google translate to address her audience more effectively.

Figure 3 illustrates a typical translation moment for Natalie, where she layers the use of digital translation tools with negotiation and deconstruction.

**Figure 3: Natalie's Translation Process**

In the translation moment illustrated in figure 3, Natalie was translating the word “threaten” as it appeared in the title of the story, “Development Plan Threatens Orlando Park.” Natalie first inputs the word “threaten” into Google translate. Google provided received four options: *amenazar*, *proferir amenazas contra*, *acechar*, and *amagar*. All of these words and phrases were identified by Google translate as synonymous to the English word “threaten.” Rather than using any of the initial options provided by Google translate, however, Natalie searched for Spanish translations of the word “harm.” Google translate provided 9 options for this translation, and Natalie decided to use the first option, the word *daño*, in her final article. After negotiating between the word “threaten” and the word “harm,” Natalie deconstructed the word *daño* by conjugating it to fit grammatically into the article’s title. She then decided to go with the word *daña* as her final translation.

During her artifact based interview, Natalie explained that she didn’t use any of the initial suggestions provided by Google translate because “the word threaten seemed to be translated into something more related to physical harm. If I *amenazar* someone, for example, I’m threatening them physically. Threatening a park is completely different, so I decided to look up options for the word harm because I thought that might give me results that are more like harming a physical object instead of a person.” In this way, as she negotiated between the implications of the word *amenazar* and *daño*, Natalie also negotiated her cultural understanding of both English and Spanish. In turn, Natalie localized the translations provided by Google translate to better fit her intended audience. As Natalie explains, the translations provided by Google translate “are just inspiration sometimes. I wouldn’t have thought of the word *dañar* on my own necessarily,

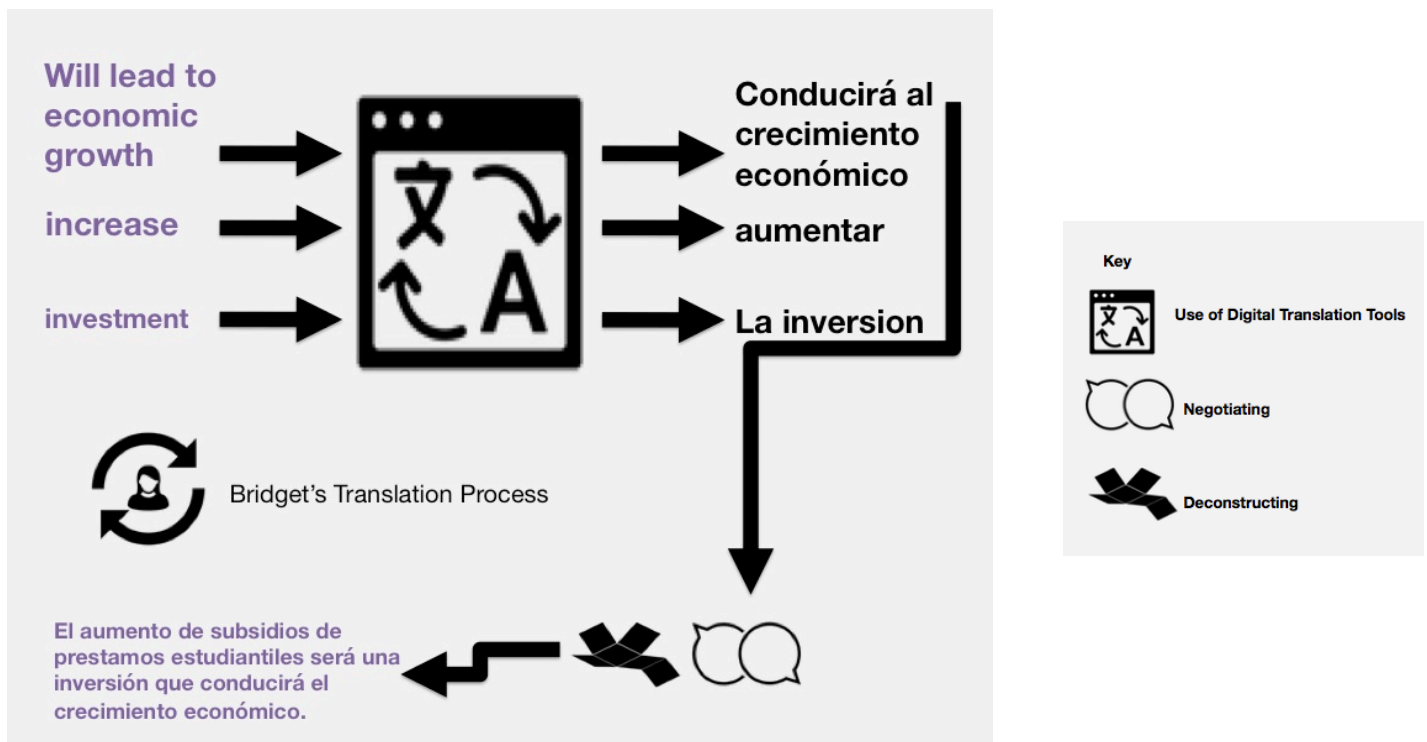
but seeing that amenazar was an option helped me think of similar words to look up in Spanish and English. The Google translations gave me options.”

As evidenced through Natalie’s example, the rhetorical localization of the translations provided by Google translate requires that users incorporate linguistic and cultural knowledge in two languages, in this case both Spanish and English. For Natalie, Google translate served as a tool to help or “inspire” her own abilities to move between languages, perhaps suggesting that bilingual users may have additional rhetorical knowledge to supplement the work of digital translation software. Though the translation of the word “threaten” is just one example, as Table 4 illustrates, the layering of negotiation and deconstruction with the use of digital translation tools is a common translation practice for Natalie, occurring during a total of 6 out of 16 translation moments recorded.

### **Bridget: A Novice Translator for Knightly Latino News**

Unlike Natalie, Bridget explains that she has limited experience translating news stories for *Knightly Latino News*. At the time of her interview, Bridget had been volunteering for *Knightly Latino News* for only two weeks. Hence, the screencast recordings submitted by Bridget reflect the translation of the first two stories Bridget translated for the organization. Figure 4 illustrates a typical sequence of translation moments for Bridget.

**Figure 4: Bridget’s Translation Process**



As evidenced in Table 4 and Figure 4, Bridget experienced almost twice as many translation moments as Natalie. However, while Natalie spent approximately 71.25 seconds in each translation moment, Bridget spent less than half the time (32.95 seconds on average) in each of her translation moments. This difference in the length of translation moments could reflect Natalie's extended cultural negotiation process.

As Figure 4 illustrates, Bridget's translation moments were often sequenced. In the translation sequence depicted in Figure 4, Bridget was translating an article about student loan debt. Specifically, she was working on translating the sentence, "The increase in student loan subsidies will be an investment that will lead to economic growth." Rather than deconstructing the sentence or translating it in pieces, Bridget began by translating a set of words and phrases in the sentence, before typing any translation. As Figure 4 illustrates, Bridget inputs "investment," "increase," and "will lead to economic growth" into Google translate, and she uses the first definition provided through this digital translation tool in her translation. However, after looking up the initial sequence of words and phrases in Google translate, Bridget does engage in negotiation and deconstruction strategies as she presents a final translation of the entire sentence. For instance, rather than using the word *augmentar* as the translation of "increase," Bridget deconstructs this word into *aumento* in her final translation. Bridget's use of deconstruction and negotiation only became apparent during her artifact-based interview, as there was no evidence of these strategies in her screencast recording.

During her interview, Bridget explained, "I use Google translate to translate all the parts of a sentence that I'm having trouble with first, because I have a hard time coming up with the words I wanna use in Spanish." Although Bridget couldn't think of the translation for the word "increase" initially, once the word *augmentar* was provided by Google translate, Bridget did know how to adequately conjugate and deconstruct the word to accurately fit her translated sentence. Hence, Bridget explains, "once I see the word, I know how to fix it to fit what I'm trying to say, but since I'm used to talking in English most of the time at school, I have a hard time coming up with the words at first." Like Natalie, Bridget used Google translate as a form of invention, getting and adapting definitions to fit the context of her writing. However, unlike Natalie, Bridget did not necessarily have the extensive vocabulary to engage in negotiation and deconstruction strategies earlier in the translation process.

During another translation moment, Bridget was translating an article regarding a new building in downtown Orlando. The article referenced tensions between the popular tourist appeal of International drive and the more locally recognized venues located in downtown Orlando. Similar to the process depicted in figure 4, Bridget began by inputting several words and phrases into Google translate, including "downtown," "city," and "building." Rather than using the first translations provided for all words input into Google translate, however, Bridget further negotiated these translations through the use of other digital and rhetorical resources.

Google translated "downtown" to *centro de la ciudad*, which is a literal translation meaning "center of the city." During her interview, Bridget explained that she did not want to use the phrase *centro de la ciudad* because that phrase "is too formal. People who live in Orlando wouldn't talk about downtown like that, like center of the city." Dissatisfied with Google's translation of the word "downtown," Bridget went to *Telemundo's* website, a multilingual Spanish/English news network. She searched "downtown Orlando" on the site's search bar, and found several entries that referenced

“Orlando” without referencing downtown. After visiting *Telemundo’s* website, Natalie went back to her article and used the word “Orlando” without referencing “downtown.” She omitted Google’s suggested phrase, *centro de la ciudad*, and instead used Orlando to reference downtown Orlando and *la international drive de Orlando* to reference the tourist area described in the English article.

During her interview, Bridget described her negotiation process in translating the references to “downtown Orlando.” She explained, “A lot of times I’ll Google a word if I have no idea how to use it and I’ll look up the word on *Telemundo* or *Univision*, just to get some context clues for how it’s used in the media.” After looking up the word “downtown” on Google translate, Bridget had enough rhetorical knowledge to understand that the Latina/o community in Orlando would not use the formal phrase *centro de la ciudad* to reference their city. Additionally, Bridget knew to leverage other digital resources by visiting bilingual news sites that would be familiar to her intended audience, using articles on *Telemundo* or *Univision* (another Spanish/English news station) as a reference point for her translations. In this way, Bridget ensured that her final translation would not only be literally accurate (as the phrase *centro de la ciudad* would be), but would also be culturally localized to the Orlando Latina/o community whom she is aiming to reach.

Bridget’s digital translation practices, as illustrated through this brief example, required that she not only find accurate representations of words and phrases across languages, but that she also finds culturally appropriate language substitutions that meet the needs of her intended audience. As a bilingual speaker who lives in Orlando, Bridget knew how to coordinate digital, bilingual resources to come up with a translation that is both accurate and culturally appropriate, even if she did not initially have a Spanish vocabulary as extensive as Natalie’s.

### **Analysis**

My analysis of Bridget and Natalie’s translation practices suggests that multilingual communicators who translate are practicing a wide range of rhetorical strategies as they transform information from one language to another. During my interview with Kathy, the faculty leader for *Knightly Latino News*, she referenced this versatility as integral to the professional training she envisions for all Latino students at her University: “These students have a skill that is both important and marketable. They have to keep practicing translation in order to represent themselves professionally in the world as bilingual communicators. That’s what *Knightly Latino News* is all about.”

As Kathy and I discussed the deconstruction and negotiation strategies exhibited by Natalie and Bridget during their translation practices, Kathy explained that these strategies are always part of translation, even for trained professionals. In addition to her faculty duties, Kathy freelances as a translator for an international news network. Though Kathy has over 20 years of experience as a translator, she explains that she still experiences translation moments that push her to negotiate, deconstruct, and localize information to fit her intended audience.

For example, Kathy recalled a recent story she was translating about fans at a sports event. “Although I knew how to translate the word ‘fans’ into Spanish,” Kathy explained, “I also knew that there are many definitions of this term. I knew that I was translating for a Puerto Rican news network, so I wanted to find translations that would fit that culture.” Instead of using her own translations of the word “fan,” Kathy decided to call her cousin

who lives in Puerto Rico. “I was so surprised when he told me to use the word *hinchas* to mean fans,” Kathy explained. “To us [in Cuba], *hincha* or *hinchado* means swollen. I guess metaphorically it makes sense that fans are swollen for their team, but I would have never thought of that word. I used it because I knew I was translating for Puerto Ricans, but that would have never been my own translation.” Kathy’s discussion of her own translation moment suggests that the negotiation and deconstruction strategies exhibited by Natalie and Bridget may be a common practice for translators.

As Kathy also illustrates through her example, a translator’s experience moving between languages may also influence the strategies she employs to overcome potential communicative discrepancies during translation moments. That is, Kathy’s decision to call her cousin can perhaps be attributed to her experience understanding the importance of localizing translations to specific cultures. In addition, Kathy seems to have a broader network of resources from which to draw translation assistance. Rather than relying on digital translation tools like Natalie and Bridget, Kathy’s first recourse during a translation moment was to call her cousin, another bilingual communicator. As this brief and admittedly limited example suggests, translators with longer translation experience may develop new strategies and networks to localize information for their audiences. While negotiation and deconstruction appear to be a common practice in all translation work, additional translation strategies may be developed over time. For this reason, as I will show in Chapter 4 through my discussion of translation practices at a professional translation office, it is important for technical communicators to study and value the translation practices of both professional translators and multilingual communicators with limited experience translating for public audiences. As evidenced through Bridget’s creative use of digital resources like *Telemundo*, inexperienced translators still exhibit creating translation strategies that can inform the development and use of multilingual tools and resources. In the following section, I’ll conclude with further implications for writing researchers and professionals.

### **Implications: Translation as a User-Localization Practice**

By studying the situated translation practices of multilingual communicators at *Knightly Latino News*, I was able to trace how multilinguals use deconstruction and negotiation strategies in conjunction with the use of digital translation tools to both translate and localize information across languages. The implications of this research are relevant to the design of digital translation tools as well as to the successful development of global technical communication tools and documents. As Batova and Clark (2015) explain, the need to create information that is accessible across languages is more apparent than ever. For this reason, “best practices are needed...that stem from collaborative research on culture, translation and localization, global audience analysis, and content strategy” (Batova and Clark 2015, pg. 5). Focusing on the situated translation strategies of students at *Knightly Latino News* is just one example of how technical communicators can engage in collaborative projects with multilinguals to develop ethical, culturally-situated content.

My analysis of localized translation practices suggests there are several elements to translation that are not always accounted for by practitioners translating and localizing language across contexts. First, my research demonstrates that user localization of translation practices are accomplished via multiple, layered, and sequenced strategies. While some of these strategies— like deconstructing and negotiating — are not necessarily new, the purposeful, rhetorical use and layering of these strategies (as illustrated by translators like Bridget, Natalie, and Kathy) exemplify the complex

negotiation of history, culture, and language that takes place as users translate words and phrases into English. This intellectual complexity and rhetorical implication is often not recognized in current discussions of translation, which equate translation to simple word-to-word replacement. In this model, all of the credited intellectual labor is done by the individual(s) writing the original language version and the translators of the content are positioned as mere processing agents (which, in the case of machine translation is quite literal). My research suggests that technical communication needs to rethink the value we place on translation work and, by extension, the people who do that translation work.

Secondly, my research positions translation as a culturally-situated event. Participants like Bridget and Natalie drew upon their own experiences and cultural knowledge to localize translations in context. By explaining words in their contexts of use, through the localization of words like “downtown” and “threaten,” participants revealed the benefits of cultural knowledge to the translation process. The transformations of meaning participants were focused on conveying experiences (e.g., emotions about downtown Orlando) than about providing “objective” or literal definitions of the translated words. This stands in contrast to one-to-one input/output models of translation that are focused on pragmatic goals of efficiency and accuracy. As technical communicators and practitioners working toward creating user-centered global content, it’s important that we consider not only the words we are transforming through localization, but also the experiences, stories, and histories we are referencing and recreating as we move information across languages.

Drawing from my analysis of translation as a user- localization practice, I offer the following suggestions and implications for technical communicators working in increasingly global contexts:

- *Individuals who translate content work as builders and contributors of knowledge, not as simple replacement agents.*

My study suggests translation is difficult intellectual work that requires significant adaptation and recontextualization of culturalized knowledge. As Walton, Zraly, and Mugengana (2015) also explain, “translators always shape data in cross-language research,” and must be acknowledged as active participants in technical communication research and practice. I also make an argument for the value of multilinguals who are not professional translators or interpreters in cross-cultural research, as these individuals have learned translation strategies in practice that can be useful to researchers, designers, developers, and technical communicators.

- *When planning a project, technical communication researchers and practitioners should plan for iterative and responsive translation versioning instead of a “one-and-done” translation.*

As illustrated through the recursive translation practices of students at *Knightly Latino News*, accurate translation often requires the implementation of inventive, responsive translation strategies developed in the moment of translation. For this reason, translation should be a practice situated within the development stages of any product or document intended for multilingual audiences, thus allowing for audience response and feedback.

- *Technical communicators and information architects could benefit from conducting usability tests with translated, as well as first language, versions of a product/site.*

My participants demonstrated intricate, multi-layered understandings of words in their heritage languages (i.e., Spanish). Often, simple literal translations did not adequately account for the ways language is culturalized and used by multilingual participants (see, for example, Natalie's translation of "threaten"). For this reason, it's important to conduct usability tests during and after the translation process for any system or document to both account for and value the culturalized linguistic knowledge and needs of international users.

- *Multilingual participants can teach us how to translate rhetorically.*

As evidenced in the layered, rhetorical translation strategies exhibited by my participants, multilinguals have expertise in adapting knowledge and information across languages and cultures. Often, individuals who speak English as a second or third language are positioned as inferior in U.S. academic and professional settings. My findings suggest that these individuals, rather than taking deficit positions in these contexts, could be consulted as rhetorical experts who can transform knowledge to meet the needs of culturally diverse audiences, even if these individuals do not have professional training in translation. Multilingual users reflect the increasingly diverse audiences of technical documents and technologies, and should therefore be acknowledged as expert participants in the development process.

## Conclusions

The main argument of this chapter is that translation work, much like early technical communication, is an under-theorized and under-rated intellectual practice within the field of technical communication — one that deserves more careful scrutiny by the technical communication community. To this end, I provide thick descriptions (that is, layered and culturally-situated illustrations) of translation in context to highlight the complexity of translation as intellectual work. I offer these descriptions to re-cast translation as a complex, intellectual activity.

This new framework for theorizing and enacting translation can prompt conversations about the role of human translators in technical communication work and/or how the design of machine translation tools can be improved by understanding what user localized translation looks like in context. Analyzing the translation practices of individuals who have heritage languages other than English helped me understand how technical communicators creating content in English for international audiences could expand their conceptions of translation to account for cultural context. Finally, I suggest that further research is necessary to better understand how multilinguals can inform technical communication research, teaching, and practice. In this way, we can continue to develop "more research and teaching approaches that historicize technical communication's roles in hegemonic power relations" by pushing for methodologies that break from expert/non-expert dichotomies in multilingual content development and design (Scott, Longo, & Wills, 2006, p.1).



In the following chapter, I'll extend my analysis of translation moments by introducing an additional research site, *The Hispanic Center of Western Michigan*. This site provides a helpful additional layer of analysis by allowing me to continue tracing how different levels of translation experience impact an individual's resources and networks for translation.

**Appendix A: Research Methods Used to Study Translation in Academic and Professional Spaces (samples from 2009-2015)**

Author	# of Participants	On-Site observations/field notes	Interviews	Auto-ethnography/storytelling	Textual/Artifact analysis	Surveys
Alvarez (2014)	10 families (10 mothers, 22 children)	x	x		x	
Agboka (2013)	23	x	x		x	
Barton & Lee (2013)	Various	x	x	x	x	
Berry, Hawisher, & Selfe (2012)	12		x	x	x	
Canagarajah "Negotiating" (2009)	1 class (# of students not specified)	x	x		x	
Canagarajah (2010) "The Rhetoric of Shuttling..."	1				x	
Fraiberg (2010)	5 (though unspecified. may be more)	x	x	x	x	
Kramsch (2009)	10	x	x	x	x	x
Leonard (2014)	6		x		x	
Maylath et al. (2013)	57	x	x			
Sun (2012)	5	x	x	x	x	
Torrez (2013)	3 families		x	x	x	

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