

# RITASSIDA MAMADOU DJIGUIMDE

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## ACADEMIC APPOINTMENT

Assistant Professor of Linguistics, TESOL, and Composition, Southern Arkansas University  
2018 – Present

## EDUCATION

**Ph.D.** English: Applied Linguistics. Ball State University, Muncie, IN.  
2018

**Dissertation:** The Effects of The Great Textual Shift: Multimodality and Second/Foreign Language Reading Comprehension.

**Dissertation Committee:** Megumi Hamada (Chair); Elizabeth Riddle, Rory Lee, and Kibujjo Kalumba.

**M.S.** Information and Communication Sciences. Ball State University, Muncie IN.  
2018

**M.A.** English: Teaching English to Speakers of Other Languages. Ball State University, Muncie, IN.  
2014

**Thesis:** Bargaining in Bobo-Dioulasso Clothing Stores: Structure, Rules, and Discourse Strategies.

**B.A.** English: Literature. Ball State University, Muncie, IN.  
2010

**A.A.** Anglophone Studies. University of Ouagadougou, Ouagadougou, KA.  
2006

## PUBLICATIONS

*Research, Composition, and Argument for a Digital Age.* With Katherine Greene, Mary McGinnis, Paul Ranieri, and Laura Romano. Digital textbook for first-year-writing. Muncie, IN: Vizi Learning Systems, 2015. <<http://www.vizicourseware.com/product/research-and-composition>>

*Bargaining in Bobo-Dioulasso.* A mini-documentary. Youtube, 2015.  
<<https://www.youtube.com/watch?v=40NEDjllsBY>>

“Spatial Multimodality: Implications for Second/Foreign Language Reading Comprehension.”  
*CALL* [Submitted].

“Bargaining in Bobo-Dioulasso Clothing Stores: Structure, Rules, and Discourse Strategies.” *Applied Linguistics* [submitted].

## WRITING IN PROGRESS

“Same Comprehension in Less Reading Time: Spatial Multimodality in First-Year Composition”  
[To be submitted to *Composition Forum*]

“Non-Lexical Reactive Tokens in Jula Conversational Narratives” [To be submitted to the *Journal of Pragmatics*]

“English Clubs in Burkina Faso Evolving Education System” [To be submitted to *English Teaching Forum*]

## LANGUAGES

French: Native Language [speaking, listening, reading, and writing]

Jula: Native Language [speaking, listening, reading, and writing]

English: Native-like Fluency [speaking, listening, reading, and writing]

Wolof: Working proficiency [speaking and listening]

Moore: Working proficiency [speaking and listening]

Spanish: Limited working proficiency [vocabulary and structural knowledge]

## GRANTS & AWARDS

### **Accenture Challenge Winner – \$1,200 – November 2015**

Won a \$1,200 prize for submitting the best Request For Proposal (RFP) at the Ball State Information and Communication Sciences 2015 Accenture Challenge. In the proposal, I, along with four other group members, presented a technology-based real-time crime prevention solution as an additional measure to secure a public park.

### **Best Poster Presentation/ Practical Criticism Midwest – \$100 – 2013**

Won a \$100 prize for the best poster presentation at the 2013 Practical Criticism Midwest (PCM) conference. The poster presentation was an analysis of a Jula conversational narrative.

### **State Alumni Grant/ US Department of State – \$100,000 with ABPEC/USA-BF – 2011**

Secured a \$100,000 U.S. Department of State grant with the Burkina Faso Fulbright alumni association ABPEC/USA-BF. We used this grant to send development agents in the SAHEL, an impoverished region in the Northern part of Burkina Faso. The first five development agents, which I was a part of, had for objectives to (1) empower the youth by exposing them to American ideals and opportunities; (2) organize afterschool activities, establish local libraries, and initiate English clubs; (3) create a platform for moderate voices; and (4) develop civil society organizations and strengthen local governments. Although I worked on this project for a year, the grant was renewed for an additional four years. In the 2015, the grant was suspended for high terrorist activity in the region.

### **E-Teacher Grant/ American Language Center – 2011**

Received an E-Teacher grant in the fall of 2011 from the American Language Center of the U.S. Embassy in Ouagadougou, Burkina Faso. E-Teacher is a U.S. Department of State program, where selected English teachers around the world take a semester of professional development courses in TESOL with the University of Oregon's American English Institute. The professional development exchange is sanctioned with an E-teacher certificate.

### **Fulbright Grant/ Institute of International Education – 2007-2010**

Received the Fulbright grant from 2007 to 2010 to complete my undergraduate studies in the United States.

## **TEACHING**

Writing Instructor, Ball State University Writing Program

2012 – 2018

### **Rhetoric and Writing**

**ENG 103**

This course introduces students to central concepts and theories in Rhetoric and Composition – such as rhetorical situation, triangle, and appeals, genre, audience, and multimodality. Students are asked to draw upon these concepts in analyzing other texts and in composing their own. They also learn the terminology developed by Kress and Van Leeuwen (2006) to examine visual texts. During the course, students write four essays in different genres and to different audiences and come to see good writing as that which responds appropriately to the given rhetorical situation.

### **Composition Research**

**ENG 104**

Building upon the rhetorical foundation established in ENG 103, students write a 12-page ethnography, and in the process, learn to formulate appropriate research questions, use a variety of research methods to collect data, analyze the collected data using Grounded Theory, and then write a verbal snapshot of the subculture studied. This course also enables them to understand the rhetorical nature of research and present their results in an infographic or a 6 to 8-minute documentary.

TESOL Instructor, Ball State ESL Licensure Program

2015-2016

### **Theories and Research in TESOL**

**ENG 436**

This course provides a foundational understanding of second language learning for a future teaching career, including teachers of K-12, post-secondary and/or adult learners. It introduces theories and research in teaching English to Speakers of Other Languages (TESOL) by examining linguistic, psychological, sociocultural, and sociopolitical factors in second language learning.

### **Methods and Materials in TESOL**

**ENG 437**

Building upon the principles of language learning addressed in ENG 436, students immerse themselves in the world of learners in Muncie Community Schools, where they tutor learners and teach the thematic unit they have developed in class. In the process, they learn to understand, recognize, and address the language acquisition challenges both in the U.S. and abroad.

Linguistic Instructor, Ball State English Undergraduate Program

2016

### **Language and Society**

**ENG 220**

In this course, students are introduced to data collection techniques commonly used in sociolinguistic research and undertake a research project on sociolinguistic variations such as age-based variations, regional variations, gender-based variations, and ethnic variations, or the attitudes associated with the variations. In the process, they acquire the knowledge and skills necessary to make informed decisions regarding language in professional settings and in every-day activities.

ESL Instructor, Ball State University Intensive English Institute  
2013

### **Advanced Writing**

**IEI 151**

In this course, learners write a six-page argumentative research paper using a process approach that involves brainstorming, prewriting, database research, drafting, revision, and editing, building off of annotated bibliography. Moreover, they also write a series of 4 timed essays in preparation for their final exams. Completing the requirements of this course prepares learners for college-level writing.

### **Intermediate Grammar**

**IEI 132**

In this course, learners review grammar features covered in previous levels and also learn more advanced structures. They develop mastery in the production and interpretation of the tense-aspect system of English, paying particular attention to the present perfect, present perfect progressive, and past perfect.

EFL Instructor, Lycée Privé Le Savoir High School, Burkina Faso  
2010-2012

### **Sixième (6<sup>th</sup> Grade)**

In 6<sup>e</sup>, learners acquire various aspects of the English language including basic practical vocabulary and formulaic speech events such as greeting, introduction, leave-taking, thanking, apologizing, and asking questions. They learn to communicate in speech and writing through simple language dealing with different situations of their daily lives.

### **Quatrième (8<sup>th</sup> Grade)**

In 4<sup>e</sup>, learners acquire more advanced features of the English language. They are also introduced to the reading comprehension of simulated texts developed to incorporate teaching points. They learn to communicate in speech and writing through meaningful language on familiar topics.

### **Troisième (9<sup>th</sup> Grade)**

In 3<sup>e</sup>, learners review language features covered in previous years and are introduced to more complex structures. They are introduced to reading authentic texts. They learn to communicate in speech and writing through meaningful language on topics pertaining to different situations.

### **Première (11<sup>th</sup> Grade)**

In 1<sup>ère</sup>, learners consolidate, deepen, and diversify their prior knowledge of English. They read texts of all kinds, representative of English civilization and culture. They grow as autonomous learners, capable to pursue and deepen their knowledge of English.

### **Terminale (12<sup>th</sup> Grade)**

In Terminale, learners further consolidate, deepen, and diversify their prior knowledge of English. They read texts of all kinds, representative of English civilization and culture. They grow as autonomous learners, capable to pursue and deepen their knowledge of English.

## **CONFERENCE PRESENTATIONS & TRAINING**

“Spatial Multimodality: Implications for Second/Foreign Language Reading Comprehension.” *Action and Advocacy in an Age of Uncertainty*. INTESOL. Marriott East Hotel, Indianapolis. November 11, 2017.

“An Analysis of Bargaining Exchanges in Bobo-Dioulasso.” *Digesting Discourses: Taste, Appetite, and Consumption*. IU Bloomington Interdisciplinary Conference. Indiana University. March 4-5, 2016.

“English Clubs: A Way to Create an Authentic Language Learning Environment in EFL contexts.” *Blurred Lines*. Practical Criticism Midwest. The Department of English, Ball State University. February 7, 2014.

“The Internal Structure of a Jula Narrative.” *Blurred Lines*. Practical Criticism Midwest. The Department of English, Ball State University. February 7, 2014.

“Errors in Second Language Performance: The Case of the Copula Omission by ESL/EFL Arab Learners.” *Inside and Out: Linking Language, Learning, and the Real World*. INTESOL. IUPUI Campus Center. November 2, 2013.

“Viral Literacy.” Indiana Teachers of Writing (ITW) Conference. Noblesville High school. September 28, 2013.

Peace Corps’ Participatory Analysis for Community Action (PACA) Training. US Embassy/ABPEC (Amicale de Beneficiare de Programmes d’Echanges Culturels) in Burkina Faso, Ouagadougou, January 2012. <<http://files.peacecorps.gov/multimedia/pdf/library/PACA-2007.pdf>>

“Teaching English in Burkina Faso, New Horizons and New Opportunities.” Burkina English Teachers Association National Conference, American Language Center (ALC), US Embassy in Burkina Faso Public Diplomacy Section. 16 -17 September 2011.

Panel member at the Fulbright information session at Espace Rencontre de Dâfra, Bobo Dioulasso. United States Embassy in Burkina Faso, Public Diplomacy Section. December 22, 2010.

“Strategies for Teaching Reading and Teaching English for Specific Purposes” English Teaching Workshop, American Language Center (ALC), US Embassy in Burkina Faso Public Diplomacy Section. 24 November – 1 December 2010.

“US 2008 Presidential Election: Educating the Electorate.” San Antonio Fulbright Enrichment Seminar, Institute for International Education (IIE). February 06 – February 9, 2008.

## **OTHER WORK EXPERIENCES**

### **Graduate/Research Assistant to SSILA Chair, Carolyn MacKay**

**2014- Present**

Managed SSILA membership and email list. Set up online ballot for SSILA officers’ election. Designed list of abstracts for SSILA conference presentations. Archived SSILA newsletters from 1989-2007. Designed Google map of the languages presented at the 2016 and 2017 SSILA conference. <<http://www.ssila.org>>

### **Tutor at the Ball State University Writing Center,**

**2012**

Worked one-on-one with clients to proofread, edit, and revise various texts for different audiences and purposes.

## **French-English Translator/Interpreter at APOLO Consolidated LTD**

**2011**

Interpreted/ Translated (English/ French) mining and travel related documents for the Australia-based Mineral Exploration Company's non- executive director Nick Castleden in Ouagadougou, Burkina Faso.

## **Census Supervisor, Burkina Faso Population & Housing Census**

**2006**

Trained Census Agents; Met with local authorities; Supervised the work of six census agents; Supervised data collection in three villages (Dawèra; Lanfièra; Mossibougou); Submitted data to regional agencies.

## **SERVICE**

INTESOL (Indiana Teachers of English to Speakers of Other Languages) board member. Graduate Student Representative. 2006-2017. < <http://intesol.org/Board>>

Member of the abstract selection committee for the Practical Criticism Midwest (PCM) Conference. December 2013.

Interviewer in the selection process of Fulbright grantees at the US Embassy in Burkina Faso, 04/14/2011

President of the African Student Association – 2009- 2010- 2012- 2013

Initiator and Faculty Advisor of the English Club, English For All, All For English 2010-2011.

## **CERTIFICATES**

Online Teaching Certificate, Ball State University, Muncie, IN. Spring 2015

E-teacher Certificate, University of Oregon. Fall 2011

TEFL Certificate, University of Arizona, Tucson, AZ. Summer 2007

## **MEMBERSHIP**

SSILA (Society for the Study of the Indigenous Languages of the Americas) 2016-2017

INTESOL (Indiana Teachers of English to Speakers of Other Languages) 2017

Amicale des Beneficiaires de Programmes D'Echanges Culturelles US/BF 2010-2011

African Student Association, Ball State University 2007-Present