

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.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

Ethnography: Research & Writing. Digital textbook for first-year writing. Magnolia, AR. Paamsongre Courseware, 2019. < <https://djiguimde.com/ethnography/> >

Technical Writing: Writing Correspondences, Proposals, & Reports. Digital Textbook for Technical Communication. Magnolia, AR. Paamsongre Courseware, 2019.
< <https://djiguimde.com/technical-writing-2/> >

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>>

Bargaining in Bobo-Dioulasso: Structure, Rules, and Persuasion Strategies. Journal of West African Languages.
[Submitted November 29, 2020]

The Effects of Multimodality – Different Mode Combinations – on Learners of varying proficiency levels. Journal of Multimodal Communication. [Submitted November 2020]

WRITING IN PROGRESS

“Instructor-built Academic LMS for Writing Instruction: Possibilities, Benefits, and Challenges. [To be submitted in Journal “Computers and Composition Online” in September 2021].

“The Effects of Multimodality on the Reading Process: Insight from Eye-Tracking Technology. [To be submitted in the Journal of Multimodal Communication in June 2022].

“Visualizing Information: The Effects of Layout on Reading Paths” [To be submitted in the Journal of Multimodal Communication in June 2023].

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

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

SAU Faculty Research Grant & Fellowship – \$7,404 – July 1, 2021 – June 30, 2022

Was awarded the SAU Faculty Research Grant & Fellowship to support my research, “The Effects of Multimodality on the Reading Process: Insight from Eye-tracking Technology.”

SAU Faculty Research Grant & Fellowship – \$8,000 – July 1, 2020 – June 30, 2021

Was awarded the SAU Faculty Research Grant & Fellowship to support my research, “The Effects of Multimodality on the Reading Process: Insight from Eye-tracking Technology.”

SAU Teaching with Technology Grant – \$1,866 – August 2018 to June 2019

My SAU 2018 Teaching with Technology grant was used to develop the academic Learning Management System (LMS), *Paamsongre Courseware*. Developed with a combination of third-party applications such as Wordpress, Elementor Pro, WP Forms, Smart Slider Pro3, Adobe Cloud Apps for Video Editing and Publishing, this LMS can be thought of as “the traditional course management system, textbook, and classroom instruction merged and re-imaged.” On the platform, e-texts are described to students as “the

single place you go to access all course-related materials: syllabus, calendar, readings, lectures, and assignment prompts and submission options.”

SAU Faculty Research Grant & Fellowship – \$7,682 – July 1, 2019 – June 30, 2020

Was awarded the SAU Faculty Research Grant & Fellowship to support my research, “The Effects of Spatial Multimodality: Implications for and Applications in Second Language Acquisition and College Composition.”

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

Instructor, Southern Arkansas University, Department of Modern Languages
2018-Present

Composition II

ENG 1123

This course seeks to enable the students, through extensive writing practice, to develop their skills in each of several rhetorical and critical types. While emphasizing writing, the course also requires continued vocabulary development and analytical reading in literature of various types. The course also introduces students to the conventions of documentation and manuscript form.

Technical Writing

ENG 3023

This course is a writing-intensive course designed to familiarize engineering and science students with the process of planning, drafting, and revising technical reports, scientific papers,

communications, and proposals. Multiple writing practice assignments, group work, and exams will be oriented towards refining communication skills in professional discourses.

Comparative Grammar

ENG 3043

This course overviews the key grammatical features and structures of modern English, with the goal of developing the theoretical and practical skills necessary to analyze linguistic structures at the sentence level and in larger rhetorical units.

Introduction to English Language Studies

ENG 3653

With a focus on English, this course introduces the basic concepts of language, the principles of linguistic investigation, the methods of linguistic analysis, the nature of linguistic change, the history of English, and the acquisition of language.

Second Language Acquisition

ENG 4013

This course introduces theory and research in teaching English to speakers of other languages (TESOL), by examining linguistic, psychological, sociocultural, and sociopolitical factors in second language learning. The overall objective of this course is to provide a foundational understanding of second language learning for a future teaching career.

TESOL Methods and Materials

ENG 4033

Students will focus on the theoretical and practical aspects of teaching English as a Second Language. Students will have an opportunity to learn current teaching approaches in ESL, the dimensions of language proficiency, the connections between language and culture, learning strategies, and the pedagogy of teaching oral and written skills. Students will also develop ways to facilitate language learning by considering language learning contexts and language learner differences, by designing appropriate language tasks, and by evaluating teaching materials and texts.

TESOL Assessment

ENG 4023

This course seeks to enable students develop a theoretical and practical foundation in learner-centered and performance-based approaches to assessment. Students will examine a variety of assessment models and be provided with practical experience in developing reading, writing, speaking, and listening assessments.

Teaching People from Other Cultures

ENG 4003

Students in this course will address many of the cultural issues and questions that exist in the field of TESOL. Students will explore the complex relationships between cultural values, language and language acquisition, nonverbal behavior, and patterns of reasoning. Students will be introduced to difficult questions about the culturally enriching, perplexing, or even destructive role that the teaching of English plays for English learners. The ultimate goal of the course is to increase students' intercultural awareness and teaching effectiveness and to decrease culture-based misunderstandings in the intercultural classroom.

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.

**High School EFL Instructor, Lycée Privé Le Savoir & Alpha Solidarité, B.F.,
2010-2012**

Sixième (6th Grade)

In 6^é, 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 (8th Grade)

In 4^e, 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 (9th Grade)

In 3^e, 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 (11th Grade)

In 1^{ère}, 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 (12th 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

- “Paamsongre Courseware: A Web Platform for Online Teaching.” *Training Session 6*. BETA (Burkina Faso English Teacher Association). Online. May 26, 2020.
- “Compétence et Performance Interculturelles: Les enjeux du Multiculturalism dans la série Burkinabè 3 Femmes 1 Village de Aminata Diallo, 2009.” *Framing Proficiency*. AFLTA (Arkansas Foreign Language Teacher Association). Hot Springs, AR. 2019.
- “Paamsongre Courseware: A course management system developed at SAU.” SAU Fall Faculty Colloquium Series. September 24, 2019.
- “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

Member of the University Online and Technology Services committee. The mission of the Online and Technology Services committee is to recommend policies, procedures, and processes related to online services and other information technology issues affecting the campus. August 11, 2020 - June 30, 2021.

Modern Languages Department Search Committee Member. Committee member to fill the Assistant Professor of English (Generalist) position. September 23, 2018 - March 12, 2019.

Search Committee Member. Committee Member to fill the Assistant Professor of English (Earlier British Literature) position. September 28, 2018 - February 8, 2019.

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

QM Online Teaching Certification. Applying the Quality Matters (QM) Rubric. ONLINE. April 30, 2019 – May 14, 2019.

Graduate Certificate (18 credit hours). Information and Communication Sciences. Ball State University, Muncie IN. 2018

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