

SPECIAL ISSUE

Author biographies

Rose Richards started the Stellenbosch University (SU) Writing Lab with Sharifa Daniels in 2001. Her research interests include academic literacies, autoethnography, educational biography, Medical Humanities, and writing centre scholarship. She did her MA on 19th century detective fiction and her PhD on her lived experience of kidney disease. Along with Arlene Archer, she co-edited the first South African writing centres book, *Changing spaces: Writing Centres and access to higher education*. Some of her recent publications appear in *Feminism & Psychology*, *Stellenbosch Papers in Linguistics Plus* and R. Pattman and R. Carolissen's *Transformation in higher education*.

Selene Delpont is the Postgraduate Workshop Coordinator at SU's Writing Lab. Selene tutored at various SU departments, including the English Literature Department, the Unit for Document Design and SciMathUS (a bridging course for post-matric students). She joined the Writing Lab team as a consultant in 2004. Since 2009, Selene has been presenting writing skills workshops for postgraduate students writing their theses and dissertations. She has also developed several other workshops for postgraduate students, including courses on plagiarism, research proposals, and academic articles. Her research interests include African women's writing and postgraduate students' writing experiences.

Anne-Mari Lackay started at the SU Writing Lab when it was founded in 2001. She holds an MPhil degree in Document Analysis and Design and is the Consultation Coordinator for the Writing Lab. In addition to this, collaborating with lecturers and staff from various faculties at SU about writing consultations is one of her core responsibilities. Together with her colleagues, Sharifa Daniels and Rose Richards, she wrote a chapter on Writing Lab collaborations with the Engineering faculty which is published in Clarence and Dison's *Writing centres in higher education: Working in and across the disciplines* (2017).

Puleng Sefalane-Nkohla's involvement as a researcher at a Writing Centre began in 1999, when she was appointed as a Writing Centre consultant at the former Cape Technikon, in Cape Town, and later, in a similar capacity, at the Peninsula Technikon in Bellville. In 2001 she worked as the Writing Center Coordinator at Peninsula Technikon. This involvement continues to date, albeit in various capacities over the years. She is now in a different educational setting and higher education landscape. Currently, she is working as the academic literacy lecturer, at the Writing Centre at CPUT. Her interests are in student writing in higher education, second language writing, academic development of students and leadership in higher education.

Thembinkosi Mtonjeni is an Academic Literacy Lecturer at the Cape Peninsula University of Technology. Thembinkosi has worked in the writing centre for above 15 years now. He is passionate about developing students' academic writing, thinking and being. His research interests range from Academic Literacies, student transitional literacies, dialogism, Critical Theory, process philosophy, phenomenology and geometry.

Karis Moxley first gained writing centre experience at the Faculty of Health Sciences Writing Lab (University of Cape Town) between 2015 and 2017. Karis now works as a freelance academic literacies practitioner in addition to her current post as a science writer and research coordinator in the Department of Psychiatry at Stellenbosch University. Karis' research interests include science communication, clinical research support and capacity development, mental health and wellbeing, and the use of blended and e-learning technologies in higher education.

Arlene Archer is an associate professor in Applied Linguistics and has been the director of the Writing Centre, University of Cape Town, for the past 20 years. Her research employs a multimodal social semiotic perspective to re-look at key concepts of an 'academic literacies' approach to teaching and researching writing in Higher Education. She has co-edited four books on multimodality and writing, and is currently investigating the changing forms of writing in a digital age with a British Academy Fellowship.

Halima Namakula is currently a PhD candidate at the Wits school of Education. Her PhD research focuses how an embedded academic intervention programme shapes students' academic literacy practices. Her research interests vary focusing on access to education in South Africa particularly for disadvantaged students, literacy development, and early child development. She has co-authored a paper on access to education in South Africa. She was involved with the Wits School of Education Writing center from 2016-2018 acting as a writing consultant

Maria Prozesky lectures in literature and literacy education at the Wits School of Education. She has been involved in academic support since her undergraduate days, when she worked as an academic literacy tutor at the University of Pretoria. Her original training was in medieval literature, and she has published on medieval studies, fantasy literature and whiteness studies. Her current research interests focus on literature and literacy education in university classrooms, with an emphasis on digital technology in higher education, literacy and identity, and the decolonization of literacy and literature teaching.

Rebecca Babcock started working in writing centers in 1999 at the University of Texas at Brownsville. She now works at the University of Texas Permian Basin where she serves as the William and Ordelle Professor. Her areas of research are tutoring, meta research, disability, and folk-linguistics. Her latest books are *Researching the Writing Center* (Revised Edition) with Terese Thonus, *Writing Centers and Disability*, edited with Sharifa Daniels. She has a forthcoming chapter with Kristen Figgins and Sheena Stief in *Oil Fictions: World Literature and Our Contemporary Petrosphere* called “Testimonies of the Permian Basin” based on writing workshops conducted as part of a National Endowment for the Humanities Grant.

Aliethia Dean dual majored in English and Sociology as an undergraduate and then graduated with an M.A. in English from the University of Texas Permian Basin and was accepted into the Ph.D. in Technical Communication and Rhetoric program at Texas Tech University. Dean plans to write grants for local nonprofits and work in a technical writing program at a four-year university. Dean has worked on implementing a writing program at the juvenile detention facility and opening a community writing center. Dean’s various research interests and projects include improving self-efficacy and reducing writing apprehension and anxiety, writing groups, writing centers, prison writing programs, and she wrote her thesis on Greening the Writing Center. Dean has served as the Chair of the International Writing Center Graduate Organization (IWCA-GO) and formed the nonprofit organization the Midland Community Writing Group.

Victoria Hinesly graduated in May of 2019 from the University of Texas of the Permian Basin with a Bachelor of Arts in English and a Bachelor of Arts in Psychology. She will begin a master's degree program in experimental psychology in the fall of 2019, and hopes to go on to receive a doctoral degree in social psychology and pursue professorship. Broadly, she is passionate about diversity and equality in both realms of English and Psychology.

Aileen Taft began working in writing centers in 2012 at Odessa College, and has continued playing an active role there in supplemental instruction. She is currently working as an adjunct faculty member at the University of Texas Permian Basin, and at Midland College. Her areas of study and research are in World War II written correspondence, literary trauma theory, and writing during times of war in the 20th century.

Karen Collett is a senior lecturer in the Department of Educational Studies at the University of the Western Cape. She lectures in the field of school leadership and management and teacher development. For the last twenty-nine years she has worked in the area of school development at a school and systems level in South Africa and in Namibia. Her current research interests focus on the promotion of well-being in schools including novice teacher well-being and the development of schools as thinking and learning organisations. In 2017 she was awarded the Faculty and University “Excellence in Teaching and Learning” awards and is currently a fellow on the Teaching Advancement at Universities (TAU) programme. Since 2018 she has working in collaboration with the Writing Centre Director at the University of the Western Cape Dr Arona Dison and tutors in an innovation related to the integration of academic literacies in curriculum and assessment design.

Arona Dison - I am Coordinator of the University of Western Cape Writing (UWC) Centre and I also work on professional development in the Directorate of Teaching and Learning at UWC. I took up the post of Coordinator of the Centre in the beginning of 2017. My previous work experience has been in student and staff development with regard to teaching and learning, at Fort Hare, Rhodes and UWC. My research interests include academic literacies, the political ethics of care and feedback on students' writing. My most recent publication is entitled "Development of students' academic literacies viewed through a political ethics of care lens".

Robert Doya Nanima worked at the Writing Centre of the University of the Western Cape UWC from February 2015 to November 2017. His research interests include academic literacies, criminal law and procedure, and children rights. He is a Postdoctoral researcher and lecturer in the Children Right Project of the Dullah Omar Institute at the University of the Western Cape. His research can be found in: *Tutoring and Mentoring: Partnerships in Learning*, *African Human Rights Law Journal*, *African Journal of International and Comparative Law*, *Potchefstroom Electronic Law Journal* and the *South African Journal of Criminal Justice*.

Sherran Clarence - I am an Honorary Research Associate in the Centre for Postgraduate Studies (CPGS) at Rhodes University. Between 2009 and 2014 I was the coordinator of the UWC Writing Centre at the University of the Western Cape, where my work focused on tutor development and mentoring, academic writing development with students and staff, and pedagogic practices in the disciplines. Currently, my practical work revolves around academic writing at postgraduate and postdoctoral level, and developing theorised, practical approaches to helping students make sense of the 'rules of the game' and produce more successful written texts. My current research looks at how teaching and learning, and student success, can be enhanced through theorising pedagogic practice using Academic Literacies theory and Legitimation Code Theory. I write a blog for doctoral students and supervisors entitled 'How to write your PhD in a hundred steps or more' (<https://phdinahundredsteps.com>).

Pamela Nichols is an Associate Professor at the University of the Witwatersrand. Her PhD in Comparative Literature (New York University) was guided by the work of Edward Said and funded through teaching writing at the university. Said's understanding of the institutionalization of knowledge as well as her experiences of working with major writing teachers in America, contributed to her understanding of how to set up the Wits Writing Centre (WWC) in 1998. Nichols also spear-headed the current programme of Writing Intensive courses at Wits. Her recent publications have focussed on listening and the development of the citizen scholar.

Zimitri Erasmus is an Associate Professor of Sociology (in Anthropology) at the University of the Witwatersrand. Her book *Race Otherwise: Forging a New Humanism for South Africa*

(2017) conceptualises boundaries between racialised identities as thresholds to be crossed by political acts of imagination and love. Her scholarly work on creolisation and anti-racialism informs her published critique of the continued use of apartheid race categories and of normative ways of knowing 'race'. Erasmus is the recipient of several international fellowships the most recent being a Visiting Scholar at Brown University, Providence, Rhode Island where she studied the work of Sylvia Wynter.

Nomonde Ntsepo is a lecturer at Rhodes University, and is currently working on a PhD on friendship in some contemporary African short stories and autobiographical vignettes. Ntsepo worked as a Wits Writing Centre consultant from 2015 -17 and was a WI lecturer in 2018. Her research and teaching interests include African literary studies, literatures of the African diaspora, women's fiction, queer fiction, postcolonial literatures, autobiography and short fiction.

Lerato Mlahleki is enrolled as a Masters student in Development Sociology at Wits. Mlahleki became a consultant at the Wits Writing Centre in 2018 and a Writing Fellow later that year. At the end of 2018, Mlahleki created a 'writing as thinking' component for a pilot holiday program for children in a poor neighborhood of Johannesburg. This program was designed to keep children intellectually stimulated and safe. She is currently in the process of developing a formalized reading and writing program for these children.

Khensani Ngobeni completed an MA in Political Studies at the University of the Witwatersrand specialising in transformation, gender, and African politics. Ngobeni also has a BA (Hons) in International Relations and Political Studies from the University of the Witwatersrand and a BSocSci in International Relations and Political Science from the University of Cape Town. Ngobeni has tutored for several courses at Wits as well as working as a Wits Writing Centre consultant 2016-2018 and as a Writing Fellow 2017-18. Ngobeni is currently working as a management consultant for public sector projects.

Keanu Mabalane tutors philosophy and history at the University of the Witwatersrand and has been a Wits Writing Centre consultant since 2017 and Writing Fellow since 2018. Mabalane completed both her BA in Philosophy and Psychology and a BA (Hons) in Philosophy at Wits and is currently completing her Masters in Philosophy. She is an invited member of the Golden Key International Honour Society and her scholarly interests are philosophical logic and linguistics.

Lew Is Ckool is an international student from the United States of America enrolled in the University of Witwatersrand's Publishing Studies MA program. His work as a Writing Consultant and Fellow at the Wits Writing Centre began in March of 2018. In addition to his work as a Writing Consultant, Lew has recently embarked upon an entrepreneurial endeavour trademarked as the *Shoeshoe Station*. Via this platform, Lew has combined time honoured techniques with contemporary design to exhibit and trade in artists' books and bespoke stationery. You can find Lew's most recent publication written on this topic, entitled *Mystical Publications: Actualizing the Unexploited Communicative Potential of "The Book"*, in the Wits archive.

Fatima Slemming started working for writing centres at the University of the Western Cape (UWC) in 1994. She was the UWC Writing Centre Co-ordinator from 2003-2008 and has also worked as a Linguistics tutor at UWC and a lecturer in the Rhodes University Education Faculty. Her interests and experience are in the areas of adult learning, academic writing and writing centres. Fatima's work has been published in K. Juffermans, Y.M. Asfaha and A. Abdelhay (eds.). 2014. *African Literacies: Ideologies, Scripts, Education*, and S. Clarence and L. Dison (eds.). 2017. *Writing Centres in Higher Education: Working in and across the disciplines*.

Laura Dison - I have worked at Wits University as a teaching and learning specialist for 27 years and was awarded my PhD in 2009 entitled *Higher order thinking in transition: a case study of first year university students* based on my involvement in the extended curriculum programme in the faculty of Humanities. In 2010 I established the Wits School of Education Writing Centre and as Academic Director of the Centre, have worked with Education lecturers to design embedded writing interventions in disciplines. My main areas of expertise are assessment for learning in Higher Education and academic literacy development. I am currently the co-coordinator of the Post Graduate Diploma in Education (in the field of Higher Education) which is a professional qualification for Wits lecturers. I supervise postgraduate students in the field of teaching, learning and assessment in higher education. I am most proud of the following two publications:- one I wrote in 2016, *A critical analysis of the role of reflection in a postgraduate diploma in Higher Education* for the SAJHE Special Issue on Contextual Approaches Towards Professional Academic Development in Higher Education and a book I co-edited with Sherran Clarence in 2017, *Writing Centres in Higher Education. Working in and across the disciplines*.

My name is **Emure Kadenge**. I am an educator who has taught in high school and the university context. My initial university training was in Linguistics and I later ventured into Education for my post-graduate studies. I recently completed my PhD where I was developing insight into the practices of induction and professional development of early career teachers in the South African public schooling context. As a scholar, I have a deep commitment to policy issues in education such as teacher professional development and language policies in education, see my article entitled 'Declaration without implementation': An investigation into the progress made and challenges faced in implementing the Wits language policy <https://doi.org/10.1080/10228195.2013.837949>. I am currently a Writing Consultant at the Wits School of Education Writing Centre where I started serving in 2013.

Wacango Kimani is a PhD candidate at the University of the Witwatersrand. She has worked at two writing centres of the University since 2013. Her current research is on professional learning for inclusive pedagogy, and previously conducted research with young schooling mothers. Her writing interests include articles on gender mainstreaming in learning materials including a co-authored manual, *Gender-Sensitive Editing*, for book editors aimed at ensuring that women and girls have positive images in books. She has developed and facilitated workshops for the Wits School of Education Writing Centre, focusing on demystifying academic writing, such as using narratives in academic writing. She holds post-graduate qualifications in inclusive education and information science.

Halima Namakula is currently a PhD candidate at the Wits school of Education. Her PhD research focuses how an embedded academic intervention programme shapes students' academic literacy practices. Her research interests vary focusing on access to education in South Africa particularly for disadvantaged students, literacy development, and early child development. She has co-authored a paper on access to education in South Africa. She was involved with the Wits School of Education Writing center from 2016-2018 acting as a writing consultant

Janine Carlse is a 2019 DAAD-NRF In-Country Scholarship recipient, currently completing her PhD in Education Policy Studies at Stellenbosch University under the supervision of Professor Nuraan Davids. Her PhD topic is *Ubuntu and Human Dignity: Offering an Alternative Discourse for Re-humanising SA Universities*. Her research interests are multidisciplinary, having also published in the Journal of Gender and Religion in Africa. Janine worked at the Writing Lab at Stellenbosch University in 2018, and presented her preliminary thoughts on how critical friendship could be applied within writing centre spaces at the National Writing Centres Indaba at North-West University in September 2018.

Collium Banda worked as a student writing consultant at the Stellenbosch University Writing Laboratory in 2014-2015 while doing doctoral studies in Theology. He is currently a Post-Doctoral Research Fellow at the Faculty of Theology at North-West University. His research interest is the intersection between people's religious beliefs and public life. His peer-reviewed publications include, *Publish or Perish? Communicating Research with the Public* (2016) and *Redefining religion? A Critical Christian Reflection on CRL Rights Commission's Proposal to Regulate Religion in South Africa* (2019).

Diana Njweipi-Kongor, born in Bamenda, Cameroon. I hold a BA English from Yaounde University 1, Cameroon, MA English / African Literature from University of Ibadan, Nigeria and, PhD in English studies, Stellenbosch University, South Africa. As PhD student, I trained and worked as Writing Consultant at Stellenbosch University Writing Laboratory. After graduation in 2012, I returned to Cameroon, where I teach at St Jerome Catholic University Institute, Douala. I am Test Centre Administrator for TOEIC and TOEFL and part-time Lecturer at Bamenda University, Cameroon. Research areas are Sociolinguistics, Discourse Analysis and Health Communication, focusing on English as lingua franca and indigenous languages.

Maud Bonato: I worked as a consultant at the Writing Lab of Stellenbosch University from 2006 to 2008. I then moved to a Research Farm in Oudtshoorn to pursue my quest in getting a better understanding of the reproductive behaviour of farmed ostriches. Some people refer to

me as “the ostrich whisperer” as my work involves working closely to these relatively wild birds. I am particularly proud of three recently published paper establishing that ostriches can discriminate between people and adjust their behaviour accordingly. They also demonstrated the need to interact with them in a more positive way to improve their overall well-being on commercial farms.

Cleo Beth Theron is a PhD student in the English Department at Stellenbosch University, where she also tutors. Her PhD project is a comparative study on mid-nineteenth-century American and post-apartheid South African literature that looks at conceptualisations of world literature. Her research interests also include South Asian diasporic literature, historiographic metafiction and geocriticism, and she is intrigued by literary representations of national myths, constructions of identity and forms of mobility. She has published on work by the South African author Ishtiyah Shukri. She worked as a writing consultant at the Stellenbosch Writing Lab for five years between 2012 and 2017.

Carla-Marié Spies-Gaum worked at the Stellenbosch University Writing Lab from 2008 to 2013. During this time, she consulted with numerous undergraduate and postgraduate students and mentored fellow consultants. She is currently involved in the Intensive English Programme at Stellenbosch University, where she teaches English to international students. She also edits and translates texts on a freelance basis. Her areas of research and expertise are translation and editing studies and practice, academic writing, and teaching English to speakers of other languages. Her doctoral dissertation was on the production of literary translations, where she focussed on the interaction between the various agents involved in this process.

Martina van Heerden: I started working at the Stellenbosch University’s Writing Centre in 2010 and continued until the end of 2012. Currently, I am at the University of the Western Cape where I am a lecturer for English for Educational Development, which is an Academic Literacies module for students in the Science, Law, and Community and Health Sciences Faculties. My research interests include feedback, peer review, academic literacies, and academic development.

Gerhardus du Preez started working at the Stellenbosch University Writing Lab at the beginning of 2011. He worked there as part time writing consultant until the end of 2013. His area of research is 14th century English literature with a specific interest in the portrayal and dynamics of hospitality and the representation of food and feasting. Gerhardus is currently working at an English training centre in China. His main responsibility is to closely work with students in developing their English competency as a skill in a business and professional environment.

Venita Januarie is passionate about social justice and initially studied her BSc and PGCE to train as a teacher before pursuing an Honours Degree in Education at Stellenbosch University. Recognizing the limited number of black and socio-economically disadvantaged students entering Higher Education in South Africa, she was motivated to pursue her master's studies in the sociology of education and work towards tackling these injustices. She hopes to develop her own access programs to increase representation of rural and black students in Higher Education. Venita graduated with her master's degree in April 2019. During the period of 2016 to 2018 Venita worked as a writing consultant at the SU Writing Lab, acted as a Professional Director for the Golden Key Stellenbosch Chapter, and was involved in the Academics for Development social entrepreneurship society. Venita was invited as a delegate for the 2018 Emerging Leaders' Peace Summit, which took place at the United Nations in Bangkok, for which she was sponsored by the De Beers Company. Venita is currently employed by the CCALAT as a scholarships assistant.

Neeske Alexander is an academic writer, educator and artist living in Cape Town. She has BEd (Foundation Phase), BHons (Learning support), BA Visual Arts (Illustration) and MA Visual Arts (Art Education) degrees. She has received training in oil painting and printmaking from her art mentor, Ian Tainton, since 1998. In 2019, Neeske participated in an international comics workshop and exhibited at the Angoulême Comics Festival, France. She has taken part in a variety of group exhibitions both nationally and internationally. Neeske has received several awards for her work including a prize in the international *Picture This!* Illustration competition in 2017 and first prize in the *Tollman Bouchard Finlayson Tondo* competition in 2019. She is currently a part-time lecturer at Stellenbosch University.

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