

# Stephanie Boone Mosher

## Dissertation Abstract

### **Tentative Title of Dissertation:**

“Reading, ‘Riting, and Reflexivity: Toward a Dialogic Approach to Translingual Composition”

### **Abstract:**

My dissertation couples translingualism with a study of language ideology in composition. Translingualism, an emerging approach, sees language difference as a resource and asks instructors to interrogate attitudes about linguistic correctness and rhetorical flexibility. The translingual approach is currently most associated with multilingual writers; however, my dissertation applies this pluralistic lens to student texts that draw on multiple Englishes – intersecting registers, styles, and grammars. I explore the qualities of successful multi-voiced, translingual student writing; following recent scholarship, I identify strategic multi-voiced writing as code-meshing. By drawing out the polyglot nature of English-based writers, I make the translingual conversation more exigent for L1 composition. I examine how language attitudes influence pedagogy and writing response, and I focus mainly on instructors’ receptivity to work rooted in the African-American Rhetorical Tradition. An important component of my project is exploring the value of code-meshing in promoting translingualism. I argue that code-meshing is invaluable not only for initiating college students into new discourse communities and developing rhetorical flexibility, but also for introducing composition practitioners to translingualism. Scholars of translingualism usually contrast it to the monolingual approach. The latter is typically described as an assumption that college students are, or should be, users of prescriptive English grammars and Western-based genres. While I agree that monolingual ideologies must be problematized, I argue that so-called monolingualism has translingual potential. This is noteworthy because it invites potentially skeptical scholars into the conversation.