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**NANCY BOU AYASH TO RECEIVE THE MLA'S MINA P. SHAUGHNESSY PRIZE
FOR *TOWARD TRANSLINGUAL REALITIES IN COMPOSITION*; JOHN BAUGH AND
JOHN DUFFY TO RECEIVE HONORABLE MENTIONS**

New York, NY – 7 December 2022 – The Modern Language Association of America today announced it is awarding its thirty-seventh Mina P. Shaughnessy Prize to Nancy Bou Ayash, associate professor of English at the University of Washington, Seattle, for *Toward Translingual Realities in Composition: (Re)Working Local Language Representations and Practices*, published by Utah State University Press. John Baugh, the Margaret Bush Wilson Professor in Arts and Sciences at Washington University in St. Louis, is receiving an honorable mention for *Linguistics in Pursuit of Justice*, published by Cambridge University Press. John Duffy, the William T. and Helen Kuhn Carey Professor of Modern Communication at the University of Notre Dame, is receiving an honorable mention for *Provocations of Virtue: Rhetoric, Ethics, and the Teaching of Writing*, published by Utah State University Press.

The prize is awarded for an outstanding work on language, culture, literature, or literacy with strong application to the teaching of English. Books published in 2020 or 2021 were eligible for the award, as were books published in 2018 or 2019 and submitted in 2020 while the MLA offices were closed because of the pandemic.

The prize is one of nineteen awards that will be presented on 6 January 2023, during the association's annual convention, to be held in San Francisco. The members of this year's selection committee were Cheryl Glenn (Penn State Univ., University Park), chair; David F. Green (Howard Univ.); and Vivette Milson-Whyte (Univ. of the West Indies, Mona). The committee's citation for the winning book reads:

*With *Toward Translingual Realities in Composition*, Nancy Bou Ayash pulls her readers across the far-flung cityscapes of Beirut and Seattle to provide firsthand accounts of counter- or contested yet coexisting language ideologies that comprise the realities of linguistically rich yet too often marginalized students in English academic literacies classrooms. Plumbing the inescapable intersectionality of these language ideologies in academic writing education, Bou Ayash encourages instructors to rework their understanding of the translingual realities with which students are grappling. The role of nonstandardized English formations is as much a part of student identities as are the texts and conversations students engage in within the writing classroom. Starting from a point of theoretical rupture, Bou Ayash presents a compelling study that asks us to consider the linguistic realities of vulnerable students.*

The committee's citation for Baugh's book reads:

John Baugh's *Linguistics in Pursuit of Justice* is a timely work that addresses concerns of equity in the teaching of linguistics. Drawing on research conducted over more than two decades in the United States and in other linguistically imbalanced societies, Baugh effectively argues for enlisting linguistics in the promotion of equality and justice everywhere. Baugh's analysis of this concept—both in scope and nuance—is exceptionally impressive, especially as he reminds us to consider and reconsider linguistic justice. He explores what we have known, that linguistic profiling is a resource for protecting intentional and unintentional racist practices, but have not yet examined in detail.

The committee's citation for Duffy's book reads:

Provocations of Virtue: Rhetoric, Ethics, and the Teaching of Writing, by John Duffy, speaks to the heart of rhetorical study. Since teaching communicative practices is the focus of the teaching of writing, Duffy argues that the writing classroom is the natural space for engaging students in ethical reflection on their claims and evidence for and counterarguments to them—and for consciously interrogating the virtues writing teachers espouse and encourage in students. Positioning ethics as a vital element of rhetorical education may not be new, but Duffy invigorates the concept by connecting this work to twenty-first-century students, classrooms, and research agendas. Duffy examines what we think we already know about the importance of ethics to one's writing pedagogy and then pushes us to reevaluate its importance in the wake of increased xenophobia, toxicity in public discourse, and social unrest.

The Modern Language Association of America and its 20,000 members in 100 countries work to strengthen the study and teaching of languages and literature. Founded in 1883, the MLA provides opportunities for its members to share their scholarly findings and teaching experiences with colleagues and to discuss trends in the academy. The MLA sustains one of the finest publication programs in the humanities, producing a variety of publications for language and literature professionals and for the general public. The association publishes the *MLA International Bibliography*, the only comprehensive bibliography in language and literature, available online. The MLA Annual Convention features meetings on a wide variety of subjects. More information on MLA programs is available at www.mla.org.

The Mina P. Shaughnessy Prize was established by the MLA Executive Council in 1979 as a memorial to one of the most widely respected scholars and teachers in the field of writing. First presented in 1980, it is awarded under the auspices of the MLA's Committee on Honors and Awards.

Other awards sponsored by the committee are the William Riley Parker Prize; the James Russell Lowell Prize; the MLA Prize for a First Book; the Howard R. Marraro Prize; the Kenneth W. Mildener Prize; the MLA Prize for Independent Scholars; the Katherine Singer Kovacs Prize; the Morton N. Cohen Award; the MLA Prizes for a Scholarly Edition and for Collaborative, Bibliographical, or Archival Scholarship; the Lois Roth Award; the William Sanders Scarborough Prize; the Fenia and Yaakov Leviant Memorial Prize in Yiddish Studies; the MLA Prize in United States Latina and Latino and Chicana and Chicano Literary and Cultural Studies; the MLA Prize for Studies in Native American Literatures, Cultures, and Languages; the Matei Calinescu Prize; the MLA Prize for an Edited Collection; the Aldo and Jeanne Scaglione Prizes for Comparative Literary Studies, for French and Francophone Studies, for Italian Studies, for Studies in Germanic Languages and Literatures, for Studies in Slavic Languages and Literatures, for a Translation of a Literary Work, for a Translation of a Scholarly Study of Literature, for African Studies, for East Asian Studies, for Middle Eastern Studies, and for South Asian Studies; and the Aldo and Jeanne Scaglione Publication Award for a Manuscript in Italian Literary Studies. A complete list of current and previous winners can be found on the [MLA website](#).

From 1975 until her death in 1978, Mina P. Shaughnessy served as a dean and director of the Instructional Resource Center of the City University of New York. In addition to her work in humanistic research and in the advancement of the teaching of writing, she directed the basic writing program at City College, taught English composition and literature at Hunter College and Hofstra University, and supervised the editorial training program at McGraw-Hill. Her book *Errors and Expectations: A Guide for the Teacher of Basic Writing*, published in 1977, was hailed as a major work in the field. In 1978 the National Council of Teachers of English presented her with the David H. Russell Award for her research.