

Contributors

Alyssa G. Cavazos is Associate Professor of Rhetoric and Composition in the Department of Writing and Language Studies at the University of Texas Rio Grande Valley. She teaches undergraduate and graduate coursework in writing studies. Her pedagogical and scholarly interests include: language difference in the teaching of writing, translingual writing across communities, professional development, and border rhetorics.

Christiane Donahue, Professor of Linguistics at Dartmouth and member of the Théodile-CIREL research laboratory at l'Université de Lille, France, participates in multiple European research projects, networks, conferences and collaborations that inform her understanding of writing instruction, research, and program development in European and U.S. contexts.

Guillaume Gentil is Professor of Applied Linguistics, Discourse Studies, and French Studies at Carleton University, Ottawa, Canada, and former co-editor of the *Journal of Second Language Writing*. His research interests in second language writing and bi/pluriliteracy development in professional and postsecondary settings originate from his academic literacy experiences in France, the US, and Canada. His research work has appeared in *Canadian Modern Language Review*, *Discourse & Society*, *Journal of English for Academic Purposes*, *Journal of Second Language Writing*, *Written Communication*, and several co-edited books.

Jonathan Hall is Professor of English at York College, City University of New York. He is the author (with Heather Robinson and Nela Navarro) of *Translingual Identities and Transnational Realities in the U.S. College Classroom* (Routledge, 2020). His work has appeared in *The WAC Journal*, *Across the Disciplines*, and elsewhere.

Gene Hammond is Professor of Writing and Rhetoric at the State University of New York at Stony Brook. He has directed the writing program both at Stony Brook and at the University of Maryland as well as chairing the English department at both. He is the author of the textbook *Thoughtful Writing* and of a two-volume biography of Jonathan Swift: *Irish Blow-In* and *Our Dean*.

Marcela Hebbard is a senior lecturer at the University of Texas Rio Grande Valley. She teaches composition, linguistics and teacher preparedness courses. Her research includes language in online writing pedagogy, raciolinguistics, translingual and transnational writing, writing across the curriculum, and teacher preparedness. She has published articles in several academic journals.

José Esteban Hernández is Professor of Hispanic Linguistics at the University of Texas Rio Grande Valley. His research interests include sociolinguistic variation, dialect and language contact, Spanish heritage language, and the construction of identity in contact situations. He has taught courses on language variation and change and the sociolinguistics of U.S. Latino communities.

Amy Hodges is Assistant Professor of English at the University of Texas at Arlington, specializing in technical and transnational writing. Her work has appeared in *IEEE Transactions on Professional Communication* and the *Writing Center Journal*. She has also taught technical writing and ESL composition in Qatar and Singapore.

Bruce Horner has served as Endowed Chair in Rhetoric and Composition at the University of Louisville, where he teaches courses in composition, composition theory and pedagogy, and literacy studies. His recent books include *Rewriting Composition: Terms of Exchange*, *Mobility Work in Composition* (co-edited with Megan Favens Hartline, Ashanka Kumari, and Laura Sceniak Matravers), and *Crossing Divides: Exploring Translingual Writing Pedagogies and Programs*, co-edited with Laura Tetreault and winner of the 2018 MLA Mina Shaughnessy Prize.

Julia E. Kiernan is Assistant Professor of Communication at Lawrence Technological University. Her research and teaching are intimately linked, and regularly examine the shifting impacts of pedagogical and curricular design in the digital humanities, translingual and transnational writing, environmental humanities, and health humanities. Her work has appeared in a number of peer-reviewed edited collections as well as in the journals *Composition Forum*, *Interdisciplinary Humanities*, *Communication and Language at Work*, *Social Sciences and Humanities Open*, and *Composition Studies*.

Monica (Heejung) Kwon is Assistant Professor at Kanazawa University, Japan where she serves as a member of an academic writing program curriculum committee. She has published articles on English for academic purposes, English as an international language, and corpus studies.

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Federico Navarro has a Ph.D. in linguistics and is Dean and Associate Professor at the Universidad de O'Higgins, Chile. He has been the founding chair of the Latin American Association of Writing Studies in Higher Education. He has led 11 research projects and published more than 100 papers in 12 countries.

Nela Navarro is Associate Director of the Rutgers English Language Institute (RELI), and assistant teaching professor in the English department's writing program. Her research interests include language rights, linguistic justice, translingual pedagogy, new literacies studies, critical pedagogy, writing as sites of recursive

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Crystal Rodriguez has taught composition and rhetoric at South Texas College. Her background in anthropology combined with graduate research cultivated a desire to blend cultural awareness with writing instruction. Her research has centered primarily on first-year composition students' perspectives on language difference.

Geoffrey Schwarz is an institutional research analyst at South Texas College. His research interests include participatory methods, program evaluation, implementation, and race issues in higher education. He has taught sociology at the University of Texas Rio Grande Valley and Texas Southmost College.

Shyam Sharma is Associate Professor and graduate program director in the Program in Writing and Rhetoric at the State University of New York at Stony Brook. His works have appeared in *College Composition and Communication*, *JAC*, *Across the Disciplines*, *Composition Studies*, *NCTE*, *Series in Writing and Rhetoric*, *Hybrid Pedagogy*, *Kairos*, and *Professional and Academic English (IELTS SIG)*, and *Routledge*. He has written for the broader public through venues including the *Chronicle of Higher Education* and the *Republica*, a sister publication of *The New York Times* published from South Asia.

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Gail Shuck is Professor of English at Boise State University, where she has directed English language support programs since 2001. She has published in *Composition Studies*, *WPA: Writing Program Administration*, and several edited collections. She recently published *Plurilingual Pedagogies for Multilingual Writing Classrooms*, co-edited with Kay Losey (Routledge, 2022).

Xiqiao Wang is Assistant Professor in the University of Pittsburgh's composition, literacy, pedagogy, and rhetoric program. Her research on multilingual writing process in the context of global migration has appeared in professional journals such as *Research in the Teaching of English*, *College Composition and Communication*, *Journal of Second Language Writing*, *Journal of Basic Writing*, and *Composition Studies*.