Contributors

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**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*.

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**José Esteban Hernánde**z 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.
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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*.

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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.

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