

SERIES EDITOR PREFACE

WELCOME TO *TEACHING COLLEGE WRITING TO DIVERSE STUDENT POPULATIONS*. THE focus of *The Michigan Series on Teaching Academic English in U.S. Post-Secondary Programs* is to explore topical issues relevant to the teaching and learning of English for Academic Purposes (EAP). The series is motivated by our belief that we can do a better job of helping ESL students transition to higher education, meet the challenging academic demands of post-secondary work, and enjoy success as they graduate with two- and four-year degrees. The books in the series are aimed at educators in post-secondary settings who are seeking insights based on both practice and research.

Dana Ferris' book meets every criterion of the series. Her research in L2 writing with international and resident students has been substantial and seminal. In particular, her well-designed and carefully described research with who she calls "early-arriving resident" L2 students has provided teachers with core knowledge of this group's similarities with and especially differences from the more traditionally educated international students. In addition, her student-based research with issues in all ESL writing classes, particularly editing and revision, and her teacher-focused research, especially with response and error feedback, have formed a foundation for more successful ESL learning and teaching.

I (Joy) first met Dana at a TESOL Convention and was amazed both by her youth and her expertise. Good, I thought, she will have years and years of research and teaching to offer the field. Dana has not disappointed: her funded research on ESL writing, her many graduate students who have supported and furthered that research, and her dedication to sharing her results with others have changed the face of ESL writing.

In my early ESL career, I was not surprised to discover that "international students" was an overreaching label that included much diversity. Specifically, the cultural and educational backgrounds of students in an international L2 writing class differed; I was delighted to discover the concept of contrastive rhetoric because it broadened my approaches to teaching. In *Teaching College Writing to Diverse Student Populations*, Dana examines the diversity among L2 resident students, based on what she calls their "educational pathways." Her thoughtful, research-based analysis describes the ways in which these students' "introduction and exposure to English in general and written English in particular, had a huge impact on what they brought into the English language and literacy classroom and how they would respond to various types of instruction." As a result, this book benefits teachers, and thus benefits their students who are transitioning from secondary to post-secondary academic writing.

Teaching College Writing to Diverse Student Populations is filled with specific and practical suggestions for teaching diverse L2 writing students. The information is clear and accessible, and the examples are easy to implement. In other words, Dana offers a terrific resource for teachers and teachers-in-preparation. Enjoy!

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