

A NOTE TO READERS

Michelle Cox

Dartmouth College

Terry Myers Zawacki

George Mason University

We hope you find this collection as compelling and thought-provoking as we have during our process of reading, thinking with, and editing these chapters. Before you begin reading, we'd like to note two points.

First, you may notice that we've listed Terry's name as first editor of the collection and Michelle's name as first author of the introduction, and we want to explain this choice. Throughout this project and our previous project, editing a special issue of *Across the Disciplines*, "WAC and Second Language Writing: Cross-field Research, Theory, and Program Development" (2011, December), our collaboration has been rich, productive, and even joyful. We have discovered that we make wonderful partners, matched in our work ethics and complementary in our strengths. In order to equally share credit for our collaborative work on both publications, in the *ATD* issue, we listed Michelle as first editor of the collection and Terry as first author of the introduction. With this project, we did the reverse.

Second, terminology related to the students highlighted in this collection is a complicated matter. In our introduction, we've chosen to use the designator "L2." While we understand that this term is problematic, in that English may be the third, fourth, etc., language of the students we're referring to, we have chosen to use this designation to connect the work in this collection to the wider scholarship of second language writing studies (for a further rationale for using this designation, see Matsuda, 2012). As editors, however, we did not ask our authors to use the term L2. Some used multilingual learner (MLL), some used non-native English speaker (NNES), and some used English language learner (ELL). Each term has its advantages and drawbacks, and each suggests disciplinary affiliations and/or implies a certain political stance. We invite our readers to engage in the conversation about terminology that is represented in this collection as well as in the wider scholarship of second language writing and composition-rhetoric/WAC.

REFERENCE

Matsuda, P. K. (2012). Teaching composition in the multilingual world: Second language writing in composition studies. In K. Ritter & P. K. Matsuda (Eds.), *Exploring Composition Studies: Sites, Issues, and Perspectives* (pp. 36-51). Logan, UT: Utah State University Press.