

**The Internationalization of US Writing Programs**, edited by Shirley K. Rose and Irwin Weiser. Louisville, CO: UP of Colorado, 2018. 277pp.

*Reviewed by Megan J. Busch*

*The Internationalization of US Writing Programs* provides a comprehensive analysis of the increasing number of international students on American campuses nationwide and of the impact this exponential growth has for Writing Program Administrators (WPAs) and composition instructors. The collection, edited by Shirley K. Rose and Irwin Weiser, explores “the evolving roles and responsibilities of writing program administrators who are leading efforts to provide all students on their campuses, regardless of nationality or first language, with competencies in writing that will serve them in the academy and beyond” (5). Specifically, the text addresses WPAs seeking to position English as a global language and to transform writing programs into multicultural spaces on campus. Situated within the field’s conversation of translanguaging (championed by Suresh Canagarajah, among others), super-diversity (from Stephen Vertovec), and the integration of L2 English writers into the first-year writing classroom, the text’s debut is timely, as the collection considers the challenges that WPAs and instructors are currently facing as more international students enter the classroom and as English becomes a worldwide language.

I was first drawn to this collection after teaching a semester with a significant number of international L2 students in my first-year composition courses: 17 of 41 total students. I found myself needing new strategies for teaching writing that supported my L2 English writers while engaging and challenging all students in my class. I read *The Internationalization of US Writing Programs* to gain more insight about what administrators and instructors can do to help L2 students succeed in the writing classroom, and the text met my inquiry with passionate, inspiring research and scholarship.

The collection, as a whole, provides a sweeping overview of the challenges of and the practical classroom implications for international student instruction. Four chapters stand out in the collection, each of which offers detailed analysis of programmatic changes implemented specifically to address the rise of global English and the increasing number of L2 learners in US writing programs. “Administrative Structures and Support for International L2 Writers: A Heuristic for WPAs” by Christine M. Tardy and Susan Miller-Cochran provides an important framework of foundational questions that require a response in order for first-year English programs to succeed in supporting L2 writers. Tardy and Cochran also review the current administrative structures for L2 learners entering US institutions. With a focus on practical tools for

program assessment, the authors offer a thoughtfully researched heuristic to assist WPAs who are working diligently to welcome international students and their diverse linguistic backgrounds into their first-year writing programs. In a helpful chart, Tardy and Miller-Cochran categorize and detail over twenty questions whose answers are essential to developing writing programs that foreground global English (64-65). “Confronting Superdiversity in US Writing Programs” by Jonathan Benda et. al. outline the in-depth quantitative research completed by a team at Northeastern University from 2014 to 2015 to address the rising number of international students on campus. The researchers surveyed L2 students about writing habits outside the classroom and their perceptions about their own level of proficiency in English. Benda et. al. discovered that *all* students experienced linguistic diversity, and that it was difficult to fit all L2 students in the categories of *international* or *multilingual*. Instead, students are “superdiverse,” and Benda et. al. determined that the first-year writing program at Northeastern (and at other institutions) must have a goal of mirroring this superdiversity (80). In “‘I Am No Longer Sure This Serves Our Students Well’: Redesigning FYW to Prepare Students for Transnational Literacy Realities,” David Swiencicki Martins and Stanley Van Horn develop a first-year writing curriculum for native English writers and L2 writers that emphasizes international English use through a “repetition of experience-reflection-response” (152). Martins and Van Horn offer an overview of that curriculum at their institution along with two case studies of students learning within their new program. And finally, offering fascinating insight into what instructors believe to be true about international students, Carolina Peleaz-Morales shares the results of her qualitative research study in “Internationalization from the Bottom Up: Writing Faculty’s Response to the Presence of Multilingual Writers.” Peleaz-Morales argues most convincingly for ideological change from not merely a WPA’s programmatic perspective, but from instructors of first-year English. She provides two pages of useful, bulleted suggestions for instructors and administrators to propel writing programs into an international realm.

Along with these four compelling chapters, which offer researched insight about how US writing programs are evolving to accommodate multilingual, multiliterate students, several others more generally explain new mindsets in writing program administration and steps universities are taking to engage international students in first-year writing programs. These include “Writing Programs and a New Ethos for Globalization” by Margaret K. Willard-Traub, which focuses on “strategic contemplation” in curriculum development (50); “Expanding the Role of the Writing Center at the Global University” by Yu-Kyung Kang, which outlines a foundation for creating an internationalized writing center; and “Building an Infrastructure of L2 Writing Support: The

Case of Arizona State University” by Katherine Daily O’Meara and Paul Kei Matsuda, which details the steps the WPAs at ASU took to reimagine first-year writing with internationalization in mind. Though these chapters contribute significantly to the conversation of L2 learners in the writing classroom and offer first-hand experiential advice, they (along with others in the collection) are more exploratory in nature. Thus, it is harder to determine if the methods adopted are working to bring about an improved learning environment for international writers. Many of the programmatic changes described by these authors are still in the beginning stages of development and implementation; researchers simply need more time to understand the effects of the changes on students and their writing. I am eager to hear from many of these pioneering scholars in the future to learn the results of their efforts to form more internationalized writing programs and curricula.

In the editors’ introduction, Rose and Weiser write, “With its emphasis on internationalization of writing programs, we anticipate that this collection will also be a valuable resource for colleagues who teach,” and this was indeed the case (15). *The Internationalization of US Writing Programs* not only contextualized the challenges I faced in my writing classroom full of L2 English students, but it also provided a bigger-picture analysis from an administrative level about how to better serve those students as a program. Although the majority of contributors to the collection hold WPA positions and the included chapters are primarily directed toward readers in WPA roles, the collection proved to be immensely helpful for me as both an instructor and a writer. This text is a welcomed addition to our field—for WPAs, instructors, and graduate students—as we seek to make writing programs more inclusive to non-native English speakers and to understand how students learn to compose in English on the global stage.

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