

Danling Fu, University of Florida  
Ilona Leki, University of Tennessee  
Sarah Weigle, Georgia State University  
Jessica Williams, University of Illinois at Chicago

The theme for this year's Symposium is "Second Language Writing Instruction in Context(s): The Effects of Institutional Policies and Politics." While the majority of work done in second language writing addresses instruction, the focus of much of this scholarship is on what happens in the classroom as opposed to how the institutional contexts outside the classroom shape instructional practices. To help remedy this imbalance, this symposium will focus on institutional policies and politics and how they influence classroom practice. We refer here to policies on assessment, placement, credit, class size, course content, instructional practices, teacher preparation, and teacher support and to politics in terms of the relationships and interaction between second language writing professionals and their colleagues at the program, department, school, college, and university levels and beyond.

Presenters will explore how instructional policies and politics affect instructional practices. The Symposium will also provide many opportunities—both formal and informal—to interact with presenters as well as other second language writing specialists.

Special Event: Graduate Student Conference on Second Language Writing. In addition to the regular two-day symposium, we will host a graduate student conference on Thursday, September 30. We hope many people—both graduate students and experienced second language writing specialists—will participate in this event, which aims to bring together the next generation of second language writing specialists.

For more information, please visit: <http://symposium.jslw.org/>

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**Second Language Writing Series, Parlor Press.** Series Editor, Paul Matsuda, University of New Hampshire. Second language writing emerged in the late twentieth century as an interdisciplinary field of inquiry, and an increasing number of researchers from various related fields—including applied linguistics, communication, composition studies, and education—have come to identify themselves as second language writing specialists. The Second Language Writing series aims to facilitate the advancement of knowledge in the field of second language writing by publishing scholarly and research-based monographs and edited collections that provide significant new insights into central topics and issues in the field.

This Series seeks submissions that expand, refine or challenge the existing knowledge in the field by using various modes of inquiry, such as philosophical, historical, empirical (quantitative and qualitative) and narrative. Some of the possible topics include, but are not limited to:

- the nature, backgrounds, and characteristics of second or foreign language writing and writers;
- issues in second language writing instruction, assessment, and program administration;
- the experience of second language writers, writing teachers, and writing program administrators;
- institutional policies, politics, and practices that affect second language writers;
- instructional practices in various institutional and disciplinary contexts;
- implications of technological innovations on second language writing;
- the relevance of theories developed in other fields;
- the definition and historical development of the field and its relationship with other fields; and
- approaches to inquiry in studying second language writing and writers.

Manuscripts that explore the implications of second language writing issues in other related fields are also welcome. Following the common practice in the field, submissions to this Series should follow the current APA style. Queries should be directed to Paul Kei Matsuda, Department of English, University of New Hampshire, Hamilton Smith Hall, 95 Main Street, Durham, NH 03824-3574 USA. Email: matsuda@jsw.org. For complete submission guidelines, see <<http://www.parlorpress.com/submissions.html>>. Your proposal should outline the rationale and projected audience for the book and its relation to other books in the field; include the book's table of contents or a chapter outline, the estimated length and the timetable for completion, and the introduction and a sample chapter. Please also send the c.v. of the author or editor.