Community Literacy Journal

Volume 12
Issue 2 Spring

Spring 2018

Front Matter

CLJ Editors
editorsclj@gmail.com

Follow this and additional works at: https://digitalcommons.fiu.edu/communityliteracy

Recommended Citation
DOI: 10.25148/CLJ.12.2.009097
Available at: https://digitalcommons.fiu.edu/communityliteracy/vol12/iss2/1

This work is brought to you for free and open access by FIU Digital Commons. It has been accepted for inclusion in Community Literacy Journal by an authorized administrator of FIU Digital Commons. For more information, please contact dcc@fiu.edu.
Mission

The Community Literacy Journal is an interdisciplinary journal that publishes both scholarly work that contributes to theories, methodologies, and research agendas and work by literacy workers, practitioners, and community literacy program staff. We are especially committed to presenting work done in collaboration between academics and community members, organizers, activists, teachers, and artists.

We understand “community literacy” as including multiple domains for literacy work extending beyond mainstream educational and work institutions. It can be found in programs devoted to adult education, early childhood education, reading initiatives, or work with marginalized populations. It can also be found in more informal, ad hoc projects, including creative writing, graffiti art, protest songwriting, and social media campaigns.

For us, literacy is defined as the realm where attention is paid not just to content or to knowledge but to the symbolic means by which it is represented and used. Thus, literacy makes reference not just to letters and to text but to other multimodal, technological, and embodied representations, as well. Community literacy is interdisciplinary and intersectional in nature, drawing from rhetoric and composition, communication, literacy studies, English studies, gender studies, race and ethnic studies, environmental studies, critical theory, linguistics, cultural studies, education, and more.

Subscriptions

Donations to the CLJ in any amount can be made with a check made out to “FIU English Department,” with Community Literacy Journal in the memo line.

Send to:

Paul Feigenbaum
Department of English
Florida International University
DM462D
11200 SW 8th St
Miami, FL 33199

Donors at the $40 level or above will receive a courtesy subscription of the academic year’s issues. Donors will also be given electronic access to the CLJ’s present and past issues, upon request to Paul Feigenbaum at the mailing address above or at pfeigenb@fiu.edu.

Cover Art

Kristen Spickard is a photographic artist and graphic designer from Little Rock, Arkansas. She received a BFA from the University of Central Arkansas and an MFA
from The Ohio State University. She currently works as the graphic designer and photographer for the Division of Outreach & Community Engagement at the University of Central Arkansas in Conway, Arkansas. In 2017 she co-organized The CitiZine Project, a community-wide series of zinemaking workshops sponsored by UCA Outreach. She also works to further the arts in Conway by volunteering for Conway ArtsFest and serving on the Conway Alliance for the Arts board of directors. She posts new art from her current series Making + Sharing on her Instagram @ kristenspickard.

Of her work on the covers of this issue, she writes,

*These things take time.* On its own, each piece of fabric is small and its purpose incomplete. My vision is to create something new and exciting from the raw materials. I arrange the pieces. I rearrange them. I let them surprise me and tell me what they need to be. If I listen carefully, they come together to make something new and beautiful that each piece could not have been on its own.

### Submissions

Submissions for the articles section of the journal should clearly demonstrate engagement with community literacy scholarship, particularly scholarship previously published in the *Community Literacy Journal*. The editors seek work that pushes the field forward in exciting and perhaps unexpected ways. Case studies, qualitative and/or quantitative research, conceptual articles, etc., ranging from 20-25 manuscript pages, are welcome. If deemed appropriate, we will send the manuscript out to readers for blind review. You can expect a report in 8-10 weeks.

The CLJ also welcomes shorter manuscripts (8-12 pages) for two new sections: **Community Literacy Project and Program Profiles** will discuss innovative and impactful community-based projects and programs that are grounded in best practices. We encourage community-based practitioners and non-profit staff to submit for this section. Profiles should draw on community literacy scholarship, but they are not expected to have the extended lit reviews that are customary in the articles section of the journal. If you are a community member wanting to submit, and it is your first time writing for an academic journal, we are happy to offer mentorship and answer questions. Pieces co-authored by multiple stakeholders in a project are also welcome.

Please submit using our online submission system. Contact the Project and Program Profiles Editor, Vincent Portillo, with questions at vportill@syr.edu.

**Issues in Community Literacy** will offer targeted analysis, reflection, and/or complication of ongoing challenges associated with the work of community literacy. Potential subjects for this section include (but are not limited to): building/sustaining infrastructure, navigating institutional constraints, pursuing community literacy in graduate school, working with vulnerable populations, building ethical relationships, realizing reciprocity, and negotiating conflicts among partners. We imagine this as a space for practitioners to raise critical issues or offer a response to an issue raised in a previous volume of the *CLJ*. 
We encourage community-based practitioners and non-profit staff to submit for this section. If you are a community member wanting to submit, and it is your first time writing for an academic journal, we are happy to offer mentorship and answer questions. Pieces co-authored by multiple stakeholders in a project are also welcome.

Please submit using our online submission system. Contact the Issues in Community Literacy Editor, Cayce Wicks, with questions at cwick003@fiu.edu.

Advertising

*Community Literacy Journal* welcomes advertising. The journal is published twice annually, in the Fall and Spring (November and May). Deadlines for advertising are two months prior to publication (September and March).

**Ad Sizes and Pricing**

- Half page (trim size 5.5X4.25): $200
- Full page (trim size 5.5X8.5): $350
- Inside back cover (trim size 5.5X8.5): $500
- Inside front cover (trim size 5.5X8.5): $600

**Format**

We accept .PDF, .JPG, .TIF or .EPS. All advertising images should be camera-ready and have a resolution of 300 dpi. For more information, please contact Veronica House (housev@colorado.edu) and Paul Feigenbaum (pfeigenb@fiu.edu).

Copyright © 2018 *Community Literacy Journal*

ISSN 1555-9734

*Community Literacy Journal* is a member of the Council of Editors of Learned Journals.

Printing and distribution managed by Parlor Press.

Publication of the *Community Literacy Journal* is made possible through the generous support of the English Department and the Writing and Rhetoric Program at Florida International University. The *CLJ* is a journal of the Coalition for Community Writing.
Editorial Board

Jonathan Alexander, University of California Irvine
Steven Alvarez, St. John's University
April Baker Bell, Michigan State University
Melody Bowdon, University of Central Florida
Kirk Branch, Montana State University
Stephanie Briggs, Community College of Baltimore County
Laurie Cella, Shippensburg University
David Coogan, Virginia Commonwealth University
Ellen Cushman, Northeastern University
Lisa Dush, DePaul University
Jenn Fishman, Marquette University
Linda Flower, Carnegie Mellon University
Diana George, Virginia Technical University
Beth Godbee, Marquette University
Eli Goldblatt, Temple University
Laurie Grobman, Pennsylvania State University Berks
Shirley Brice Heath, Stanford University
Glenn Hutchinson, Florida International University
Tobi Jacobi, Colorado State University
Ben Kuebrich, West Chester University
Carmen Kynard, John Jay College of Criminal Justice
Paula Mathieu, Boston College
Seán Ronan McCarthy, James Madison University
Jill McCracken, University of South Florida St. Petersburg
Michael Moore, DePaul University
Beverly Moss, The Ohio State University
Steve Parks, Syracuse University
Jessica Pauszek, Texas A&M University Commerce
Malea Powell, Michigan State University
Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Jessica Restaino, Montclair State University
Georgia Rhoades, Appalachian State University
Elaine Richardson, The Ohio State University
Lauren Rosenberg, New Mexico State University
Tiffany Rousculp, Salt Lake Community College
Iris Ruiz, University of California Merced
Donnie Sackey, Wayne State University
Rachael Wendler Shah, University of Nebraska-Lincoln
Erec Smith, York College of Pennsylvania
Vanderlei de Souza, Faculdade de Tecnologia de Carapicuiba, São Paulo, Brazil
John Trimbur, Emerson College
Stephanie Wade, Bates College
John Warnock, University of Arizona
Christopher Wilkey, Northern Kentucky University
Contents

1  Editors’ Introduction
   Paul Feigenbaum and Veronica House

5  Editors’ Interview with Founding Editors Michael Moore and John Warnock

17 2017 Conference on Community Writing Keynote Address: Place and Relationships in Community Writing
    Ellen Cushman

27  #StayWoke: The Language and Literacies of the #BlackLivesMatter Movement
    Elaine Richardson and Alice Ragland

Project Profiles

57  The CitiZINE Project: Reflections on a Political Engagement Project
    Lesley Graybeal and Kristen Spickard

Issues in Community Literacy

65  Intentionally Public, Intentionally Private: Gender Non-Binary Youth on Tumblr and the Queering of Community Literacy Research
    Megan Opperman
Book and New Media Reviews

72 From the Book and New Media Review Editor's Desk

73 Keyword Essay: Health Literacy
   Jessica Nalani Lee and Amy C. Hickman

84 Fashioning Lives: Black Queers and the Politics of Literacy by Eric Darnell Pritchard
   Reviewed by Casely E. Coan

89 Teaching Controversial Issues: The Case for Critical Thinking and Moral Commitment in the Classroom by Nel Noddings and Laurie Brooks
   Reviewed by Mary Birdsell

94 Turning Teaching Inside Out: A Pedagogy of Transformation for Community-Based Education edited by Simone Weil Davis and Barbara Sherr Roswell
   Reviewed by Brittny M. Byrom

98 South Asian in the Mid-South: Migrations of Literacies by Iswari P. Pandey
   Reviewed by Amber Hadenfeldt

102 First Semester: Graduate Students, Teaching Writing, and the Challenge of Middle Ground by Jessica Restaino
   Reviewed by Dan Martin

106 Partners in Literacy: A Writing Center Model for Civic Engagement by Allen Brizee and Jaclyn M. Wells
   Reviewed by Allison Bennett

110 A Rhetoric of Reflection by Kathleen Blake Yancey, Ed.
   Reviewed by Anthony DeGenaro

113 Correction Notice