

Community Literacy Journal

Volume 16
Issue 1 *Critical Social Justice Possibilities in
Hip-hop Literacies*

Article 1

Fall 2021

Front Matter

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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
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DM462D
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Cover Artist and Art

Gabrielle Ricci IG @gabriellericciart

I’m an Afro-Latina artist from Columbus Ohio. I’ve been drawing, painting and crafting ever since I could remember. My favorite medium is digital art. I use my iPad to create art focused on natural hair and women of color. Afros, curls and kinks are all

right up my alley. Drawing mermaids is one of my favorite things to do. Happy imagery and fun colors are my focus. I want people to see my art, feel happy and at the same time represented.

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 10-12 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.

Coda: Community Writing and Creative Work welcomes submissions of poetry, creative nonfiction, short stories, and multigenre work on any topics that have ensued from community writing projects. This may be work about community writing projects, and this may be expressed in ways we have yet to imagine. We ask authors to include a personal reflection about the submission itself—information about your community writing group (if you belong to one); your personal journey as a writer; what inspired you to write your piece; and anything else you'd care to share about

your life—as an invitation for the author and Coda’s readers to consider writing and activism as intertwined.

Please submit using our online submission system. Contact the Coda Editorial Collective at coda.editors@gmail.com.

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COMMUNITY LITERACY *Journal*

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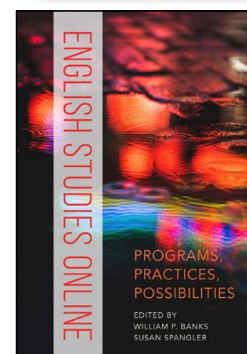
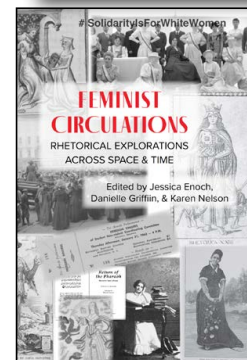
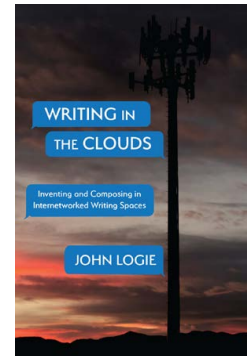
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