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 refers 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, disability 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 print subscription of the academic year's issues.

Cover Artist and Art

This painting was created by artists at Life Pieces to Masterpieces using their signature sewn-canvas style.

At LPTM, our artistic process is “Connect, Create, Contribute, Celebrate!” This is the symbol for “Connect.”
We must first connect with ourselves to connect with others. We develop an atmosphere for reflection and introspection and share our experiences and knowledge with others.

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 25-30 manuscript pages, are welcome. If deemed appropriate, we will send the manuscript out to readers for blind review. You can expect a report in approximately 10-12 weeks.

Community Literacy Journal is committed to inclusive citation practices and encourages authors to cite and acknowledge ideas of BIPOC scholars, activists, and organizers in community literacy.

The Community Literacy Journal also welcomes shorter manuscripts (10-15 pages) for three sections reviewed in-house:

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 portilvi@bc.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.

Contact Coda editors with questions at Coda.Editors@gmail.com.

Authors interested in contributing to the Book and New Media Review section should contact Jessica Shumake at jshumake@nd.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 5.5 x 4.25): $200
- Full page (trim size 5.5 x 8.5): $350
- Inside back cover (trim size 5.5 x 8.5): $500
- Inside front cover (trim size 5.5 x 8.5): $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 © 2022 Community Literacy Journal
ISSN 1555-9734

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

Production 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. Current issues and archives are available open access at https://digitalcommons.fiu.edu/communityliteracy/
Editorial Board

Jonathan Alexander, University of California Irvine
Steven Alvarez, St. John's University
April Baker Bell, Michigan State University
Kirk Branch, Montana State University
Stephanie Briggs, Be.Still.Move.
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
Beth Godbee, Heart-Head-Hands.com
Eli Goldblatt, Temple University, Emeritus
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, Texas Christian University
Paula Mathieu, Boston College
Seán Ronan McCarthy, James Madison University
Michael Moore, DePaul University
Beverly Moss, The Ohio State University
Steve Parks, The University of Virginia
Jessica Pauszek, Boston College
Eric Darnell Pritchard, University of Arkansas Fayetteville
Jessica Restaino, Montclair State University
Elaine Richardson, The Ohio State University
Lauren Rosenberg, University of Texas at El Paso
Tiffany Rousculp, Salt Lake Community College
Iris Ruiz, University of California Merced
Donnie Sackey, University of Texas at Austin
Rachael W. Shah, University of Nebraska-Lincoln
Erec Smith, York College of Pennsylvania
Stephanie Wade, Searsport District High School, Maine
Christopher Wilkey, Northern Kentucky University
Editors’ Introduction
Veronica House and Paul Feigenbaum, with Vincent Portillo and Cayce Wicks

2021 Conference on Community Writing
Plenary Address, Adapted

Journeying To Purpose
Mary Brown and Phyllis Ryder

2021 Conference on Community Writing
Keynote Address

Liberating Powers: Community Building in Word, in Deed
Brigette Rouson

Articles

Innovaciones y Historias: A Home- and Community-Based Approach to Workplace Literacy
Guadalupe Remigio Ortega, Alfonso Guzman Gomez, and Calley Marotta

The Rules of the Road: Negotiating Literacies in a Community Driving Curriculum
Rebecca Lorimer Leonard and Danielle Pappo

Crash Encounters: Negotiating Science Literacy and Its Sponsorship in a Cross-Disciplinary, Cross-Generational MOOC
Stephanie West-Puckett
Interview

89  Democracy, Pedagogy, and Advocacy 2022
    Steve Parks and Srdja Popovic

Project and Program Profiles

107  Stories from the Flood: Promoting Healing and Fostering Policy Change Through Storytelling, Community Literacy, and Community-based Learning
    Caroline Gottschalk Druschke, Tamara Dean, Margot Higgins, Marissa Beaty, Lisa Henner, Robin Hosemann, Julia Meyer, Ben Sellers, Sydney Widell, and Tenzin Woser

121  Write Your Roots Disrupted: Community Writing in Performance in the Time of COVID
    Sarah Moon

132  Bilingual Comics on the Border as Graphic Medicine: Journaling and Doodling for Dementia Caregiving during the COVID-19 Pandemic
    Elvira Carrizal-Dukes, Maria Isela Maier, Sarah Y. Jimenez, Jacob Martinez, David Hernandez, and Ronnie Dukes

Book and New Media Reviews

144  From the Book and New Media Review Editor’s Desk
    Jessica Shumake, Editor

145  Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy
    by April Baker-Bell
    Reviewed by Michael J. Benjamin

150  On Teacher Neutrality: Politics, Praxis, and Performativity
    edited by Daniel P. Richards
    Reviewed by Jennifer Smith Daniel

158  Mobility Work in Composition edited by Bruce Horner, Megan Faver Hartline, Ashanka Kumari, and Laura Sceniak Matravers
    Reviewed by Meng-Hsien (Neal) Liu

163  Mapping Racial Literacies: College Students Write About Race and Segregation
    by Sophie Bell
    Reviewed by Angela F. Jacobs
167 *Turn This World Inside Out: The Emergence of Nurturance Culture*
   by Nora Samaran
   Reviewed by Erin Schaefer

Coda

177 *Editors’ Introduction*
   Kefaya Diab, Leah Falk, Chad Seader, Alison Turner,
   Kate Vieira, and Stephanie Wade

179 *Bad Habits*
   Gustavo Guerra

180 *Frozen Margaritas*
   Gustavo Guerra

181 *Free Pride Hugs*
   Don Unger

187 *Finding the Buddha: Seeking Solace in Prison*
   Ryan Moser

192 *From The Missing Briefcase, Chapter 1*
   Devin O’Keefe and Justin Slavinski

197 *I Remember*
   Frank Morse

201 *Soy quien soy ahora, cada uno es quien es por todo lo que ha sucedido,*
   Fresban Alexis Bueno

203 *Drought*
   H.L. Smith

205 *Notes*
   Parisa Mosavi (Pavie)