

Community Literacy Journal

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Issue 1 *Special Issue: Access as Community
Literacy*

Article 1

Fall 2022

Front Matter

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community literacy journal

17.1

fall 2022

Special Issue: Access as Community Literacy



**CREATE
MORE
ANTI-
ABLEIST
SPACES**

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, 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

Jen White-Johnson is an Afro-Latina disabled art activist, designer, and educator. Jen White-Johnson uses zines and collage art to explore the intersection of content and caregiving with an emphasis on redesigning ableist visual culture. Her creative practice shines best when she can infuse design justice, disability justice, photography, zine making, and art activism to center Afro-Latina and Neurodivergent creativity, care work, and joy as essential acts of resistance. *La Triguena Morena* is Jen’s first collage portrait series that specifically centers Afro-Latina artists and designers whose

creative practices are rooted in collective liberation, justice, equitable representation in art and design education, visual media, and disability culture. Despite the lack of consistent disability representation in Black and Brown communities, Jen believes that each of these creative forces should be honored and given their flowers now while they can still receive them. 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.

Jen has presented her activist work and collaborated with a number of brands and art spaces across print and digital such as Target, Converse, and Apple. Her photography and design work has been featured in *The Washington Post*, *AfroPunk*, *Latina.com*, and *Teen Vogue* and is permanently archived in libraries at The Metropolitan Museum of Art, and the National Museum of Women in the Arts. In 2021 she was listed as 20 Latino Artists to watch on *Today.com*. Jen currently teaches as Adjunct Faculty at the Maryland Institute College of Art, where she is also an alumnus, having received her MFA in Graphic Design in 2010. She currently lives in Baltimore with her husband and 10-year-old son.

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 reviewing for the *CLJ* should contact Book and New Media Review Editor Jessica Shumake at jessica.shumake@gmail.com.

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
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- 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).

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COMMUNITY LITERACY

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