



literacy
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LITERACY IN COMPOSITION STUDIES

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LiCS MISSION STATEMENT

Literacy in Composition Studies is a refereed open access online journal that sponsors scholarly activity at the nexus of Literacy and Composition Studies. We foreground *literacy* and *composition* as our keywords because they do particular kinds of work. We want to retain Composition's complicated history as well as FYC's institutional location and articulation to secondary education. Through literacy, we denote practices that are both deeply context-bound and always ideological. Literacy and Composition are therefore contested terms that often mark where the struggles to define literate subjects and confer literacy's value are enacted. We are committed to publishing scholarship that explores literacy at its intersection with Composition's history, pedagogies, and interdisciplinary methods of inquiry.

Literacy is a fluid and contextual term. It can name a range of activities from fundamental knowledge about how to decode text to interpretive and communicative acts. Literacies are linked to know-how, to insider knowledge, and literacy is often a metaphor for the ability to navigate systems, cultures, and situations. At its heart, literacy is linked to interpretation—to reading the social environment and engaging and remaking that environment through communication. Orienting a Composition Studies journal around literacy prompts us to investigate the ways that writing is interpretive as well as persuasive; to analyze the connections and disconnections between writing and reading; and to examine the ways in which literacy acts on or constitutes the writer even as the writer seeks to act on or with others.

LiCS seeks submissions that interpret literacy at a time of radical transformation in its contexts and circulation. We are open to a wide range of research that takes up these issues, and we are especially interested in work that:

- provides provisional frameworks for theorizing literacy activities
- analyzes how literacy practices construct student, community, and other identities
- investigates the ways in which social, political, economic, and technological transformations produce, eliminate, or mediate literacy opportunities
- analyzes the processes whereby literacies are valued or legitimated
- examines the literacies sponsored through college writing courses and curricula, including the range of literate activities, practices, and pedagogies that shape and inform, enable and constrain writing
- considers the implications of institutional, state, or national policies on literacy learning and teaching, including the articulation of high schools and higher education
- proposes or creates opportunities for new interactions between Literacy and Composition Studies, especially those drawing on transnational and cross-cultural literacy research

EDITORS' INTRODUCTION

The idea for *Literacy in Composition Studies (LiCS)* emerged from a series of conversations fueled by coffee and dinners at national conferences over four years. Year after year we would find ourselves once again talking about what we were looking for—at CCCC, in publications—and weren't easily finding: scholarship which did theoretical work at the intersection of Literacy Studies and Composition Studies. Eventually, we realized it might be up to us to create the platform for the kind of work we wanted to be reading. We are lucky to be launching *LiCS* at a time when online academic journals are both possible and reputable; likewise, we have benefitted from models of great independent journal publishing like *Kairos*, *Reflections*, and *Community Literacy Journal*.

The symposium that launches this inaugural issue speaks to our concerns and raises new ones. The symposium call invited writers to submit short essays that addressed the current intersections between Literacy Studies and Composition and the implications of Literacy Studies research, theory, and practice for Composition Studies. Respondents were then asked to extend the conversation about issues raised or neglected in the symposium. We are delighted by the range of voices, perspectives, and sites this dialogue represents. As our mission statement makes clear, we hope that *LiCS* will emerge as a journal in which cross-national conversations will confront literacy issues at all levels, bridging lines of theory and inquiry between these two overlapping fields.

The socio-cultural and economic changes attending new technologies and globalization—not to mention the response to such changes—suggest to us that now is the right time for this journal. Teacher-scholars are questioning prevailing methodologies for analyzing literacy practices, revisiting foundational theories of literacy, and unpacking the ideological meanings of literacy at work in educational policy and scholarship. It is a transformational time for Composition—as Allan Luke asks in this issue, “Can the field keep up?” We believe more conversation between Literacy and Composition scholars can help provide generative ways to meet this challenge head-on.

As we launch this endeavor, we want to thank our Editorial Board and Editorial Associates for their support, especially those who contributed to this issue. We note, in particular, the ethical and intellectual example of Mariolina Salvatori, who seeded our interest in literacy many years ago. We are indebted to Steve Parks for helping us conceptualize the journal and its workflow. We appreciate the time and talent of Justin Lewis for bringing us online. Finally, we believe the ideas in this issue begin an important conversation at the nexus of Literacy Studies and Composition, and we look forward to continuing this conversation, with you, in the issues ahead.

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