

From the Editors

Promoting a Mindfulness of the Vision of College Literacy and Learning

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As new co-editors, we hope this platform will inspire and illuminate both your teaching and your research as we bring you this issue. In keeping with the College Literacy and Learning Special Interest Group's purpose, this journal provides a way to exchange ideas and techniques with regard to teaching methods and evaluation of students' literacy and learning. Using the words of our former co-editors, Connie Kendall Theado and Amy Wan, "reflection as orientation," we recognize that this journal does impact its readership as it helps us reflect on our pedagogy and our practices when we allow new ideas to position themselves within. We realize too that this journal helps us individually sort through the complex questions we face when trying to help our students. While it encourages us to consider why we do what we do and why we spend every waking moment thinking about our students, it promises to offer a renewed look at college reading, writing, and study strategies. We hope this issue acts as a resource for you as you reflect and orient yourself in the work that you do to improve

literacy and learning programs for your students.

All too often, we are reminded that our world never stands still. As a result, trends in education constantly impact us and cause us to ask ourselves how we might best remain committed to our students while we defend both our purpose and our programs. As the current debate continues about the effectiveness of literacy and learning courses in college, there is substantial evidence that students enrolled in such courses are more likely to be successful than those not enrolled with similar test scores and backgrounds (Bettinger & Long, 2009). This is good news for all who remain passionate and mission-driven to address the needs of our underprepared college students. It is imperative for us to bring you current thoughts and practices because if it matters to you, then it is important to us. With this in mind, JCLL volume 41 brings you a wide array of current topics that also require a mindfulness of future direction. Each article offers an immediate, accessible way to think about college literacy and learning.

Daniel Roth's "Embodied

Intertextuality: Theory and Practice for Developmental Reading" offers a way to guide students' reading comprehension using a pedagogy called embodied intertextuality (EI). He deftly presents concrete, practical ways to help developmental students approach sophisticated text, in which an author integrates, synthesizes and responds to outside sources. Students are encouraged to actively construct meaning as they learn to identify and understand the intertextual moves that an author makes. Roth advocates the need for this type of reading analysis as developmental students transition into the reading demands found within college level courses.

In "Information Literacy Sponsorship and Intersections in Writing Center and Librarian Collaborations," **Daniel Lawson** emphasizes the role of librarians and writing center practitioners and the benefits of collaboration in teaching. While Lawson compels us to consider the intersection of literacy and information as he argues for the establishment of partnerships, he also reminds us to cautiously consider how colleges and universities have the authority to act as institutional literacy sponsors. In addition, Lawson emphasizes the ways that the prevalent multidisciplinary First Year Experience courses influence the literacies employed.

Peter Moe's "A Question of Questions," examines the complex nature of learning as he explores the types of questions that teachers ask of their students. He proposes that teachers put content aside and ask questions that promote what students will have to do rather than what students will have to know. Moe's insightful look at the Who, What, Where, When, Why, and How questions that teachers ask reminds us to be driven by outcome rather than curriculum. It is through

these questions that students learn to think as real learning takes place.

In "Reading Anxiety in College Level Developmental Reading Classrooms," **Linda Remark** reveals the anxiety experienced by many college level developmental readers. As anxiety has been known to impact performance and attitude toward reading, this piece serves as a reminder for educators. Teacher awareness is the first step in learning how to help students who experience this academically debilitating emotion. Remark offers specific suggestions for teachers to use to accommodate students who suffer from reading anxiety.

Terri Tharp's "Two Key Strategies to Promote Active Learning in the College Classroom," exposes the need for specific ways to address both the diverse needs that students present and the lack of engagement in the college classroom. As teachers attempt to look for ways to validate learning, they are encouraged to use active learning strategies to promote success. Tharp emphasizes small collaborative groups and increased communication to help students become more active learners.

We hope you find this issue energizing to read as we attempt to share the rich contextual knowledge of our colleagues. We are immensely grateful for these contributions and for the efforts of our *JCLL* reviewers who have generously given of their time to offer suggestions and feedback to those authors presented here. As we look to our next issue, it is and always will be our goal to focus on fresh issues related to postsecondary literacy and learning as we promise to work relentlessly to inform and empower you. We wish to help you as professionals revive your vision of college literacy and learning and spark your creative process as you work with what matters most, our students.

References

Bettinger, E. P., & Long, B. T. (2009). Addressing the needs of underprepared students in higher education: Does college remediation work?, *Journal of Human Resources*, 44(3), 736-771.