

From the Editors

The “New” *JCLL* Revisited: Expanding our Reach, Reorienting our Work

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In their inaugural issue, our predecessors shared their vision of what they called the “new” *JCLL* by describing the role of the journal in relation to its position in the field of postsecondary literacy research and instruction. Using a metaphor—*JOURNAL AS MIRROR*—to capture and express their understanding of *JCLL*’s main purposes and goals for the future, they explained: “A good journal should accurately reflect the faces of the field it serves” and also “reflect the reality of the profession” (Paulson & Armstrong, 2008-09, p. 1). As we introduce this volume of *JCLL*, our final issue, we are reminded of the usefulness of the *JOURNAL AS MIRROR* metaphor offered by the previous editorial team, not just for articulating their vision for the journal but also for guiding our actions as the stewards of *JCLL* during the past three years.

In his famous work, *The Philosophy of Rhetoric*, I.A. Richards (1936) taught us that the great advantage of any metaphorical expression lies in its ability to both expand and delimit the meanings of its two component parts—the *tenor* and the *vehicle*, as he coined them. In other words, metaphors are inherently generative in both nature and kind. They invite new thought, new ways of seeing and understanding, and thus necessarily encourage the kind of reflection that is central to moving any mode of inquiry or professional endeavor forward. In reflecting on the value the *JOURNAL AS MIRROR* metaphor has had for our

shared work as the current *JCLL* co-editors, we want to offer a new metaphor, spun from the original, as a means of contextualizing the articles collected in this volume and, we hope, of furthering the vision for the journal in equally meaningful and generative ways.

The metaphor we are imagining is *REFLECTION AS REORIENTATION*, an idea and image we believe captures and expresses the powerful effect *JCLL* has for the field and its readers. For, the remarkable thing about mirrors, we think, is that the images they reflect back are always images in reverse; reversals that, in turn, require us to reorient ourselves to even the most mundane of our assumptions, like which way is right and which way is left. In short, mirrors encourage in us a translation of sorts, a deliberate shift in our perspective and our stance, or those usual ways we have of looking at the world and our position in it. In its function as a mirror, its aim to reflect both the faces and the realities of the field of college literacy and learning, *JCLL* inevitably invites its readers and the profession at large to look again at what we know and, just as importantly, to reconsider what we do—as teachers, researchers, and everyday advocates for our students—from a point of view previously unavailable to us.

Each of the articles included in Volume 40 inspires us to reflect on and reconsider our work as college literacy teachers and researchers in the new millennium. For example, in their research article,

“Effects of Rhetorical Reading on the Reading and Writing Performances of ELL and Native English Speaking College Students,” **Bernice Sanchez and John P. Helfeldt** remind us that “strategic readers and writers are the products of systematic, explicit instruction.” Using a rhetorical reading approach that encourages students to “read like a writer,” Sanchez and Helfeldt’s study demonstrates how the explicit and systematic integration of reading and writing instruction can help both ELL and native English speakers better navigate college-level literacies.

A second research-based article, **Rich Rice and Zachary Hausrath’s** “The Necessity of Teaching Intercultural Communication Competence in Literacy Classes,” highlights the concept of “glocalization,” a teaching strategy that marries local and global understandings of cultures and languages in order to foster diversity and advance intercultural communication. In their examination of a service learning exchange between a Texas-based language learning center and a graduate-level course in technical communication and rhetoric, Rice and Hausrath illustrate the benefits of embracing glocal knowledges to support, enrich, and sustain cross-cultural learning in postsecondary educational settings.

In this issue’s *Theory to Practice* article, “Concept Mapping: Developing Metacognitive Awareness in a Postsecondary Reading and Writing Classroom,” **Laurie B. Bauer** revisits concept mapping as a teaching and reading assessment strategy but adds a new twist with her use of Cmap Tools, an inventive concept mapping software program. In addition to showing how concept maps can increase students’ ability to make intertextual connections and form stronger ties between required college-level reading and writing tasks, Bauer also explains the activity’s usefulness for addressing key cognitive, metacognitive, and affective learning dimensions.

Josefa Pace’s *Tips from the Classroom* article, “Teaching American Culture and Literature to an Increasingly Diverse Student Body,” aims to

account for the changing demographics of students enrolled in traditional American literature courses by advocating a “transformative and interdisciplinary approach that [...] might more productively engage with immigrant student populations.” By altering our pedagogical practices in a way that not only prompts discovery but also challenges existing paradigms, Pace argues that this approach can boost student motivation by increasing their ownership of the course material.

Volume 40 concludes with **Elizabeth Baldrige’s** review of two recently published collections focused on postsecondary developmental education contexts. In her assessment of Bernstein’s (2013) *Teaching Developmental Writing: Background Readings* and Armstrong, Stahl, and Boylan’s (2014) *Teaching Developmental Reading: Historical, Theoretical, and Practical Background Readings*, Baldrige describes the value of such collections in a time when many developmental writing and reading classes are taught by contingent faculty who might have little time to acclimate themselves to how scholarship has informed classroom practices within individual institutional settings.

As we wrap up our final issue as co-editors of *JCLL*, we must acknowledge the vital role that our associate editor, Victoria Appatova, has played throughout our tenure as co-editors. She has been instrumental in producing this journal and we simply could not have been successful without her. We would also like to thank our many dedicated reviewers who continue to give generously of their time and expertise and, thus, contribute immeasurably to the health and well-being of *JCLL*. We are privileged to be part of a community that values the teaching of literacy in postsecondary contexts, a community that continually strives to make our teaching more effective and our research more meaningful. It has been both our pleasure and our honor to contribute to this invariably good work. **JCLL**

References

- Paulson, E.J., & Armstrong, S.L. (2008-09). From the editors: The new *JCLL*. *Journal of College Literacy and Learning*, 35, 1-2.
- Richards, I.A. (1936). *The philosophy of rhetoric*. London: Oxford University Press.