

From the Editors: Spotlight on Innovation

Sonya L. Armstrong
Northern Illinois University
&
Eric J. Paulson
Texas State University-San Marcos

This volume of *JCLL* spotlights some innovative work in postsecondary literacy and learning. The articles in this volume reflect a sample of the innovation going on in the field, both in terms of the scholarship and writing and also in terms of the patterns and topics that constitute the history of a journal.

That developmental educators' work has of late come under repeated fire by politicians, administrators, and other external forces is widely recognized by those in the field. Partly as a result of this increased scrutiny, and increasing difficulty obtaining funding for program initiatives, it is becoming more and more common for professionals in higher education to have to think outside the proverbial box, especially in student support service areas such as developmental reading and writing, learning assistance, and ESL programming. One positive aspect of this increased scrutiny is that, as a field, we have begun to push toward a more data-driven approach to curriculum—and funding—decisions. This push has impacted our scholarship, our teaching, our program development, and our professional development, and more and more exciting and innovative work is currently being done than ever before. Therefore, in this 37th Volume of the *Journal of College Literacy and Learning (JCLL)*, we focus on the theme of innovation.

This volume of *JCLL* provides a snapshot of some of the innovative work going on in the field of postsecondary literacy at the moment. We kick off this volume with "Reading Strategy Instruction, Metacognitive Awareness, and Self-perception of Striving College Developmental Readers." In this article, authors **Kay Hong-Nam** and **Alexandra G. Leavell** report on a study that explored the cognitive and metacognitive strategy use of students enrolled in a developmental reading course.

Next, **Maureen Snow Andrade's** article "Literacy and Learning for Nonnative English Speakers in a Teacher Education Program" provides three inventive classroom activities used to support English Language Learners in a teacher education program.

In "Reading Across the Curriculum: A Framework for Improving the Reading Abilities and Habits of College Students," authors **Ji Young Kim** and **Trela Anderson** describe one university's exciting new Reading Across the Curriculum project

and offer insights for other institutions to implement a similar initiative.

Laurie B. Bauer and **Cass Johnson** analyze the topics and themes of articles that have appeared in the *Journal of College Literacy and Learning* (and, originally, *The Forum for Reading*) in "A Retrospective Analysis: A View of *JCLL* in Literacy Research." Their article provides a very useful overview not only of *JCLL*, but also of several key topics in a variety of journals over the last several decades.

This volume closes with the *Tips from the Classroom* section. In "In Their Own Words: Making Connections through Character Quotes," authors **Gillian Podkomorka**, **Amanda Paulus**, **Erica Mead**, **Krysthol Kauffman**, and **Laura Soldner** introduce a reading strategy used to activate schema and help students read actively.

In closing, we would like to thank all of the reviewers who assisted with this volume; their feedback has been outstanding, and we appreciate their commitment to *JCLL*.