

# JCLL

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## From the Editors: Expanding Access to *JCLL*

*Eric J. Paulson*  
*University of Cincinnati*  
&  
*Sonya L. Armstrong*  
*Northern Illinois University*

In this editorial, we describe the future of *JCLL*, including some exciting updates in the mode of delivery. Also, we introduce the articles housed in this volume.

In our previous editorial (Volume 35), we reflected on our metaphor as new editors and on the journal itself, determining that the conceptual metaphor of JOURNAL AS MIRROR best reflected the purposes and goals of *JCLL* as we understood them.

That metaphor continues to drive our vision for *JCLL*. Indeed, this, Volume 36, reflects some progressive changes in the way *JCLL* is distributed and accessed by readers. This volume marks the inaugural edition of *JCLL* as an online journal. As a part of this transition, this volume of the journal is being published both in hard copy and online.

Our reasons for moving to an online format certainly include general issues of journal development familiar to readers of a variety of journals. That is, the increasing prevalence of electronic media as the access mode of choice by many readers, continuing resource issues

university libraries experience with print subscriptions, and other changing realities of where and how readers search for information are all factors that journals grapple with in trying to meet the needs of their readership.

In addition to those general issues, there are reasons specific to our own field that make this a useful and timely move. We are fortunate to be a part of a field that has a one-hundred-plus year history (Wyatt, 2003) of focusing on supporting and learning with and from those students who are the most precariously positioned within higher education. And the need for such a focus has never been greater, given especially the recent surge in community college enrollments (AACC, 2009).

With 99% of two-year institutions, and 75% of four-year institutions, offering transitional, or developmental, reading and writing classes (Boser &

Burd, 2009), and from 42% (Boser & Burd, 2009) to 60% (Bond, 2009) of the students in community colleges enrolled in those classes each year, it is clear that effective college literacy instruction remains crucially important.

We see *JCLL* as part of the larger approach to creating a culture within which that effective college literacy instruction can thrive. That is a core reason why transitioning to an online format is so exciting to us. With online access, we are able to reach many more literacy instructors, create many more discussions, and act as the catalyst for many more pedagogical ideas, theoretical understandings, and connections to the field in general.

We hope you log on, read us online, and send the weblink to your colleagues. Please join us at the journal's website at: <http://www.j-cll.com>.

On that website, you'll find our

current volume, as well as archived volumes of the journal dating back several years. In addition, information for potential *JCLL* authors is available, as well as information on the CLL SIG.

#### *The Next Volume of JCLL*

Volume 37, anticipated in 2011, will be our first entirely online volume of the journal. The call for manuscripts is now officially open for this upcoming volume. We welcome manuscripts related to work in the field of postsecondary literacy, including, but not limited to the three areas of emphasis that were outlined in our initial vision for the journal: research, theory, and practice.

#### *This Volume*

In this volume, we feature four interesting and relevant discussions situated in and around postsecondary literacy classrooms. First, **Holly Hungerford-Kresser's** article, "**Navigating Early College: Literacy Experiences and Identity Negotiations of Latina/o Students**," describes and reports on a qualitative research study that investigated five Latina/o college students and their experiences as they transitioned from high school to university. The findings indicate that the participants in that study simultaneously rejected and adopted the deficit perspectives they faced at the university.

Next, in "**Rules of Engagement: Modeling and Implementing Literacy Activities in the College Classroom**,"

**Claire Sibold** delineates and explains the ten 'rules' she adopts in college classrooms—from pre-service teacher-education courses to college reading and history courses—for assisting students with pre-, during-, and post-reading strategies.

**Marilyn Bossmann, Patricia Houston, and Dawn-Marie Kelly's** article, "**For the Love of Reading: Students' Patronage and Perceptions of a Reading Room at One University**" explores the impact of self-selected reading on students' perceptions of reading, and describes the implementation of a Reading Room that provides easy access to pleasure-reading materials for students in an alternative-admission program at an urban university.

Finally, "**Just the Facts: A Modification of the 6 W's**" by **Katherine G. Aho**, our *Tips for the Classroom* selection, discusses a classroom activity intended to engage students in reading, while also facilitating development of critical thinking and reading skills.

We trust that all *JCLL* readers will find something to connect with in this volume. We look forward to seeing you in Chicago at the CLL SIG meeting.

#### *Acknowledgments*

The articles in this volume, we believe, represent a sampling of the voices of the professionals in the field of postsecondary literacy who need to be heard. We thank these authors for their hard work,

patience, and commitment to excellence.

In addition, we want to send our gratitude to the Associate Editor, Dr. Vicky Appatova, as well as all the reviewers who devoted their time to providing careful feedback to all authors.

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