*LiCS* Submission Information for *The Best of Independent Rhetoric and Composition Journals, 2015*

Mission Statement:

*Literacy in Composition Studies* is a refereed open access online journal sponsoring scholarly activity at the nexus of Literacy and Composition Studies. With *literacy* and *composition* as our keywords we denote practices that are deeply context-bound and always ideological and recognize the institutional, disciplinary, and historical contexts surrounding the range of writing courses offered at the college level. 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 analyze the connections and disconnections among writing, reading and interpretation, inviting us to examine the ways in which literacy constitutes writer, context, and act.

Nomination of Carmen Kynard’s “Teaching While Black”

When the editors at *LiCS* got the call to nominate articles for the *Best of* collection this year we already knew we wanted Carmen Kynard’s “Teaching While Black” to be one of our nominees. This piece strikes us as being a crucially needed intervention in the discipline of Composition/Rhetoric. In this article Kynard calls on all of us in our discipline to “understand and rupture whiteness, racial violence, and the institutional racism of *our* disciplinary constructs” [emphasis added] (1). We particularly note the crucial importance of Kynard’s point that our field’s “central knowledge-making industry—both its journals and the processes of selecting its editors—reproduces racist logics” (3).

Using stories from her personal experiences to “bear witness” (4), Kynard vividly illustrates how racist (il)logics underwrite actions of white faculty who, despite their claims to theoretical sophistication, are active agents of racism. This is an article that deserves wide circulation and attention.

Nomination of Rachael Shapiro’s “Rhetorics of Hope”

Rachael Shapiro’s “Rhetorics of Hope” was an unanimous pick for *LiCS*’ editors who think this piece has the potential to shape future scholarship about social media, publics, and activism. Shapiro examines what she classes the “digital literacy myth” perpetuated by Western media around the June 2009 protests of the reelection of Mahmoud Ahmadinejad in Iran. Shapiro defines the digital literacy myth as “the hope that technologies and their literacies will bring . . . economic and democratic progress” (157). However, Shapiro demonstrates that the digital literacy myth advances a narrative “informed by U.S. political and economic interests and strategy for an evolving global market” (163). Consequently, the Western media’s focus on the role of social media in the Iranian protests ends up “attribut[ing] political agency to the technology rather than the people” (158). Shapiro powerfully demonstrates the ways this misattribution obscures the significance of feminist activism in powering this protest movement.