

Section Editors Note

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BEGINNING WITH THE NEXT ISSUE OF *JCT*, the “Literacies” section will take on the new name “Engaging Texts.” While the title is changing, readers will find that description closely resembles the call written by the original section editors. The purpose for this change is to open up the section to submissions that deal not only with literacies but also with the larger questions surrounding why, what, and how we read. The new section will also revive the book review essay, a section we hope will highlight the book-length contributions from those in the field of curriculum theory.

Engaging Texts

This section welcomes manuscripts that address the theme of “engaging texts.” Engaging texts is to be understood broadly to include reading, writing, and interpreting texts in various forms, not only books, arts, and film, but also reading and writing the world and reading and writing oneself into the world. Authors might consider such questions as: In what ways do literacy practices that have multiple roles, purposes, contexts, modes of representation engage readers? What is the relationship between reading texts and the context of lived experience? In what ways does reading provide a theoretical base for my work? For what purpose do I read? What reading/textual engagement has changed my life? What texts have changed the lives of students? What readings don't work? What are some different types of texts students encounter? How does culture affect literacy? How might literacy be considered a political act?

This section also welcomes book review essays (length 2000-3000 words including references). These submissions should contextualize, review, and evaluate recent additions to the field of curriculum theory.