Literacy Journals

**Australian Journal of Language and Literacy**

The uniqueness of the *AJLL* lies in its ability to meet the needs of both classroom teachers and academics by providing clear links between theory, research and practice. The editors of *AJLL* aim to provide balanced and in-depth investigation of literacy practices and theories in everyday settings, including classrooms. They also aim to enhance understanding of literacy issues in relation to their wider educational and social contexts; to help readers keep abreast of current literacy research; to examine current research with a view as to how it might be implemented for classroom teachers; to encourage the identity of classroom teachers as researchers; and to provide a forum in which literacy professionals from all settings can exchange and discuss ideas and practices relevant to their work.

*The Australian Journal of Language and Literacy*, a journal of the Australian Literacy Educators’ Association, is produced three times a year. It is directed at Australian and overseas audiences whose interests range from early childhood to adult literacy education, English as an additional language, Indigenous education and learners with diverse language and literacy needs. The *Australian Journal of Language and Literacy* aims to: keep readers informed about current national and international literacy research; enhance understanding of literacy issues in relation to their wider educational and social contexts; provide a forum in which literacy professionals from all settings can exchange and discuss ideas and practices relevant to their work; examine and present research with a view as to how findings might be implemented by classroom teachers as researchers; and present balanced and in-depth investigations of literacy practices and theories. The journal is edited by Dr Jennifer Rennie.

Subscription Info: Student $40; Individual $85
Address: Australian Journal of Language and Literacy
C/o Prof. Len Unsworth
School of Education
University of New England
Armidale NSW 2351

**Australian Language and Literacy Matters**

*Australian Language and Literacy Matters (ALLM)* is published quarterly by CAE Press (formerly Language Australia Publications) at the Centre for Adult Education (CAE). *ALLM* is a DEST approved refereed journal. *ALLM* brings you articles and information about language and literacy education, from pre-school through to adult education and lifelong learning. *ALLM* contains: news and articles on language and literacy issues from across Australia and overseas; comprehensive reviews of new resources; abstracted listings of other new resources, and listings of journal articles; discussions concerning policy and other topics that directly affect the language and literacy community; and regular columns – Word on Words and Rear View Mirror. In the journal, language and literacy is defined in the broadest sense and includes ESL and LOTE, English literacy and numeracy, linguistics, interpreting & translating, oracy and Auslan.
**Book History**

*Book History* is devoted to every aspect of the history of the book, broadly defined as the history of the creation, dissemination, and reception of script and print. It publishes research on the social, economic, and cultural history of authorship, editing, printing, the book arts, publishing, the book trade, periodicals, newspapers, ephemera, copyright, censorship, literary agents, libraries, literary criticism, canon formation, literacy, literary education, reading habits, and reader response. *Book History* is the annual journal of the Society for the History of Authorship, Reading and Publishing, Inc. (SHARP). Editors are Ezra Greenspan and Jonathan Rose.

Subscription Info: Membership in SHARP includes a subscription to *Book History* and all other SHARP publications. Annual SHARP membership costs $55 in North America, $60 elsewhere. Online access to the full text of the journal is available to subscribers to *Project Muse*.

Address: Penn State University Press  
820 North University Drive  
University Support Building 1, Suite C  
University Park, PA 16802-1003


**Currents in Electronic Literacy**

*Currents in Electronic Literacy* is an electronic peer-reviewed journal published by the Digital Writing and Research Lab at The University of Texas at Austin. *Currents* strives to provide a forum for the scholarly discussion of issues pertaining to electronic literacy, widely construed. In general, *Currents* publishes work addressing the use of electronic texts and technologies for reading, writing, teaching, and learning in fields including but not restricted to the following: literature (in English and in other languages), rhetoric and composition, languages (English, foreign, and ESL), communications, media studies, and education.

Subscription Info: free online

Source/Address: [http://currents.dwrl.utexas.edu/](http://currents.dwrl.utexas.edu/)

**Currents in Literacy**

*Currents in Literacy* has published five issues in three years and includes articles by noted literacy experts, Lesley faculty, teachers from the Hood Project schools, Lesley graduate students, and others working in the field of literacy. Each issue highlights examples of teacher-research, discussion of classroom practices, reviews of children's books as well as professional texts, and examples of children's writing. The publication has been disseminated to the Lesley community, the Hood Project school communities, teachers and administrators throughout eastern Massachusetts, and others interested in literacy issues.

*Currents in Literacy* has been a space to explore literacy issues from the multiple perspectives of teachers, students, faculty, and parents. Topics have included: effective classroom practices;
curriculum design, implementation, and evaluation; commentary on literacy learning; innovative programs that support literacy practices; case studies and teacher research; reviews of recent books for children and of professional literature; poems, essays, and stories by children; administrators' perspectives; policy developments—local, state, and national; and family literacy efforts.

Subscription Info: free online
Address/Source: http://www.lesley.edu/academic_centers/hood/currentshome.html

The International Journal of the Book addresses a range of themes relating to and surrounding the book, including the past, present and future of publishing, libraries, information, literacy and learning in the information society. It provides a forum for those in the book publishing industry, librarians, researchers and educators to discuss the book—its past, present and future. Do the new electronic media (the Internet, multimedia texts and new delivery formats) foretell the death of the book? Or will they give us greater access, diversity and democracy? These are the key questions addressed by the Journal. To answer these questions, we need to reflect on the history and form of the book, as well as the new electronic texts. Discussions in the Journal range from the reflective (history, theory and reporting on research) to the highly practical (examining technologies, business models and new practices of writing, publishing and reading).

Subscription Info: Institutions, $219/year; Individuals, $73/year
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  Journal Subscriptions
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  PO Box 463, Altona
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Source: http://ijb.cg publisher.com/

The Journal of Adolescent & Adult Literacy is the only literacy journal published exclusively for teachers of older learners. Each issue offers practical, classroom-tested ideas grounded in research and theory. Whether you work with new, struggling, or skilled readers, you’ll find something of interest in JAAL. Every issue includes: practical ideas for instruction; reviews of student and teacher resources, including young adult literature; tips on how to integrate technology, media, and popular culture in your classroom; and reflections on current literacy trends, issues, and research. JAAL is published online and in print eight times a year: monthly from September through May, with a combined issue in December/January.

Subscription Info: JAAL is available in print and online, at rates for individuals and institutions
  For individuals: Print and Online Access $30/year; Online only $24/year
  For students: Print and Online Access $18/year; Online only $14/year
Address/Source: http://www.reading.org/General/Publications/Journals/JAAL.aspx
Journal of Early Childhood Literacy

*Journal of Early Childhood Literacy* is a fully peer reviewed international journal. Since its foundation in 2001 JECL has rapidly become a distinctive, leading voice in research in early childhood literacy, with a multinational range of contributors and readership. The main emphasis in the journal is on papers researching issues related to the nature, function and use of literacy in early childhood. This includes the history, development, use, learning and teaching of literacy, as well as policy and strategy. Research papers may address theoretical, methodological, strategic or applied aspects of early childhood literacy and could be reviews of research issues. *JECL* is both a forum for debate about the topic of early childhood literacy and a resource for those working in the field. Literacy is broadly defined; *JECL* focuses on the 0-8 age range. The journal is multi-disciplinary. We welcome submissions from diverse disciplinary backgrounds including: education, psychology, literacy studies, sociology, anthropology, historical and cultural studies, applied linguistics and semiotics.

Subscription Info: $83/year in print or electronically on SAGE Journals Online at
[http://ecl.sagepub.com](http://ecl.sagepub.com)
Address: Journal of Early Childhood Literacy
University of Sheffield
Department of Educational Studies
388 Glossop Road
Sheffield S10 2JA
UK
Email: jecl@sheffield.ac.uk
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Journal of Literacy Research

*JLR Journal of Literacy Research* is an interdisciplinary journal publishing research related to literacy, language, and schooling from preschool through adulthood. Articles published in *JLR* consist of original research, critical reviews of research, conceptual analyses, and theoretical essays. *JLR* publishes research concerning all aspects of reading and writing including the interrelationships among the various uses of language that affect literacy. Investigations of the social, affective, cognitive, pedagogical, technological, and political dimensions of literacy are appropriate for publication in *JLR*. Articles represent diverse research paradigms and theoretical orientations, and they employ a variety of methodologies and modes of inquiry. *JLR* serves as a forum for sharing divergent areas of research and pedagogy and encourages manuscripts that open dialogue among professionals in a variety of disciplines.

Subscription Info: Personal Membership $40/year
Address: Douglas K. Hartman
Journal of Literacy Research
College of Education
357 Erickson Hall
Michigan State University
East Lansing, MI 48824
Source: [http://www.nrconline.org/jlr.html](http://www.nrconline.org/jlr.html)
The Journal of Literacy and Technology, JLT, is an online peer-reviewed international academic journal exploring the complex relationship between literacy and technology in educational, workplace, public, and individual spheres. Scholarly articles and reviews span from the historical to the cutting-edge, from critical research to applied theory and practice. The Journal of Literacy and Technology provides a free, accessible scholarly forum for all interested parties to explore and debate issues pertinent to novel literacies and digital culture. Part of the mission of The Journal of Literacy and Technology is to open new spheres of academic conversation, with the goal of making ideologies and assumptions apparent and considering possibilities and alternatives. The Journal of Literacy and Technology is edited by Noemi Marin, Associate Professor of Communication at Florida Atlantic University. The journal was founded by Jonathan Taylor, Assistant Professor of English at Ferris State University.

Subscription Info: free online
Address: Noemi Marin, Ph.D.
  Executive Editor
  The Journal of Literacy & Technology
  Florida Atlantic University
  School of Communication and Multimedia Studies
  777 Glades Road
  Boca Raton, FL 33431
Source: http://www.literacyandtechnology.org/

Journal of Research in Reading

Journal of Research in Reading provides an international forum for researchers into literacy. It is a refereed journal, principally devoted to reports of empirical studies in reading and related fields, and to informed reviews of relevant literature. The journal welcomes papers researching issues related to the learning, teaching and use of literacy in a variety of contexts; papers on the history and development of literacy; papers about policy and strategy for literacy as related to children and adults. Journal of Research in Reading encourages papers within any research paradigm and from researchers in any relevant field such as anthropology, cultural studies, education, history of education, language and linguistics, philosophy, psychology and sociology.

Subscription Info: $118/year
Address: Dr. Clare Wood, Editor-in-Chief
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  Coventry
  CV1 5FB
  UK
  email: c.wood@coventry.ac.ukSource:
Source: http://www.blackwellpublishing.com/journal.asp?ref=0141-0423&site=1
The Journal of Visual Literacy (JVL) is a refereed, scholarly journal. It invites manuscripts that explore empirical, theoretical, practical, or applied aspects of visual literacy and communication. The journal reflects the eclectic nature of the membership of the International Visual Literacy Association (IVLA). The JVL provides an open forum in which researchers and practitioners can explore the evolving field of visual literacy. Manuscripts pertaining to the effective use of visuals in communication, education, business, the arts, law, commerce, medicine, design, and a wide variety of fields are encouraged. JVL is published twice annually, Spring and Autumn.

Subscription Info: For information about subscriptions, contact Dr. Constance L. Cassity, IVLA Treasurer
Address: Dr. David Richard Moore
Editor Journal of Visual Literacy
Instructional Technology
250 McCracken hall
Ohio University
Athens OH, 45701 USA
Email: jvleditor@ohio.edu
Source: http://www.cameron.edu/jvl/

Language & Literacy: A Canadian Educational E-Journal

Language & Literacy is a refereed e-journal for educators interested in a broad range of literacy issues encompassing research and teaching in multimedia, print, and oracy. Articles in Language & Literacy are not published as issues. Instead, submissions are accepted and published continuously. The most recent articles appear on the Articles page. Older articles are moved to the Archives section. Language & Literacy invites contributions of research articles, position papers, fiction and poetry, and reviews concerning literacy issues.

Subscription Info: free online
Address/Source: http://www.langandlit.ualberta.ca/

Literacy

Literacy is a refereed journal for those interested in the study and development of literacy. Its readership comprises practitioners, teacher educators, researchers and both undergraduate and graduate students. Literacy, published three times a year, offers educators a forum for debate through scrutinizing research evidence, reflecting on analyzed accounts of innovative practice and examining recent policy developments. Literacy is the official journal of the United Kingdom Literacy Association (formerly the United Kingdom Reading Association), the professional association for teachers of literacy.

Subscription Info: $132/year
Address: Kathy Hall, Editor
Department of Education
University College Cork (Ireland)
Email: k.hall@ucc.ie
Source: http://www.blackwellpublishing.com/journal.asp?ref=1741-4350&site=1
Literacy and Numeracy Studies: An International Journal in the Education and Training of Adults

Literacy and Numeracy Studies: An international journal in the education and training of adults is published by the Centre for Language and Literacy, University of Technology, Sydney. The views by the contributors to this journal reflect the multiple perspectives from which literacy and numeracy are debated. They do not necessarily reflect the views of the editors.

Subscription Info: Please contact Emma.Davidson@uts.edu.au
Address: Literacy and Numeracy Studies
Faculty of Education
University of Technology, Sydney
PO Box 123
Broadway NSW 2007, Australia
Hermine.Scheeres@uts.edu.au

Source: http://www.education.uts.edu.au/lns/

Literacy Learning: The Middle Years

Literacy Learning: the Middle Years is a journal for teachers and educators involved in the middle years of schooling, from Years 5 to 9. These years are widely recognised as critical in students’ development as learners. This journal takes a sharp focus on the middle years and provides a forum for teachers and researchers to come together to share insights into practice, research and policy, and how these relate to and impact on quality learning. It is for primary teachers interested in supporting students’ literacy learning prior to their transition to secondary school, and it is for secondary teachers in all curriculum areas who have a particular interest in enhancing students’ literacy learning as a cross-curricular issue.

Editorial policy is to sponsor and promote the dissemination and discussion of ideas about literacy teaching and learning which are of concern to teachers in the middle years of schooling; to share insights into the development of the ‘curriculum literacies’ required in secondary schools; to document effective literacy teaching and learning practices; and to promote classroom literacy teaching and learning.

Each edition contains a selection of practical and theoretical articles about classroom practices and teaching strategies, and teacher professional development; reports of recent research; commentary and exploration of literacy policy development; and critical reviews of relevant publications. Literacy Learning: the Middle Years thus aims to foster reflective literacy teaching and learning, and contribute to teacher professional development.

Contributions from educators in all spheres are welcomed, and especially from classroom teachers in all curriculum areas. Contributions received by the Editor are peer-reviewed by the Editorial Advisory Board as to their suitability for publication in the journal. Articles of 3000 words are preferred, but other options can be negotiated. Contributions may be submitted electronically, but hard copy must also be supplied.

The contents of Literacy Learning: the Middle Years reflect the opinions of contributors and are not necessarily the policy of the Australian Literacy Educators’ Association. Whereas every
effort has been made to ensure that no copyright has been infringed, individual authors are responsible for the accuracy and originality of the material. Permission to reproduce material in *Literacy Learning: the Middle Years* must be obtained from the authors and the Editor.

Subscription Info: Student $40; Individual $85
Address: (ALEA): PO Box 3203
Norwood
South Australia 5067

*Literacy, Teaching, and Learning: An International Journal of Early Literacy*

*Literacy Teaching and Learning (LTL)* provides a forum for communication among professionals from a wide variety of disciplines and encourages contributions by individuals with similar interests and research agendas working around the world. Authors pursue a variety of points of view in a critical and readable style so that practitioners, policymakers, and researchers can enter into a reflective dialogue on educational issues. Now published online twice each year, current and archived issues of the *LTL* scholarly research journal are available to all RRCNA website visitors to view and download. Members of RRCNA also receive premium online services, including a bibliography search by author, title, subject, and keyword, in the Members Only section of the website.

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Source: [http://www.readingrecovery.org/rrcna/journals/ltl/index.asp](http://www.readingrecovery.org/rrcna/journals/ltl/index.asp)

*Literacy Today*

*Literacy Today* is a quarterly magazine that provides a unique cross-sector perspective, from early years to continuing education, on current literacy issues across practice, policy and research. It reports on successful literacy teaching practices, exciting initiatives involving the arts and libraries and the reporting of research which informs literacy practices. Each issue includes feature articles, a substantial research section, reviews of major reports, conference reports, media coverage of literacy, document and research digests, abstracts of papers relevant to literacy published in academic journals and reports of parliamentary debates on literacy. The magazine has always reported on activity outside the UK, but from September 2005 this increased to regular coverage in every issue of literacy developments in Australia, Canada, New Zealand and the USA.

Subscription Info: To subscribe visit [www.educationpublishing.com](http://www.educationpublishing.com)
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Email: info@educationpublishing.com.
**Publishing History**

*Publishing History* is a scholarly journal published by Chadwyck-Healey devoted to the socio-economic and literary history of book, newspaper and magazine publishing. This specialist bi-annual journal covers the whole spectrum of publishing from the author to the reader, and contains scholarly articles; memoirs by contemporary publishers; conference papers; archive listings; and reviews, annotations and facsimile reprints of important documents relating to the history of publishing. *Publishing History* is edited by Michael L. Turner, The Bodleian Library, Oxford and Simon Eliot, The Open University. It is published twice a year.

Subscription Info:  Personal, $75/year; Institutional, $150/year
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Phone: 01223 215512
E-mail: nick.laskey@chadwyck.co.uk
Source: [http://www.sharpweb.org/PH.html](http://www.sharpweb.org/PH.html)

**Reading and Writing: An Interdisciplinary Journal**

Reading and writing skills are fundamental to literacy. Consequently, the processes involved in reading and writing and the failure to acquire these skills, as well as the loss of once well-developed reading and writing abilities have been the targets of intense research activity involving professionals from a variety of disciplines, such as neuropsychology, cognitive psychology, psycholinguistics and education. The findings that have emanated from this research are most often written up in a lingua that is specific to the particular discipline involved, and are published in specialized journals. This generally leaves the expert in one area almost totally unaware of what may be taking place in any area other than his or her own. *Reading and Writing* cuts through this fog of jargon, breaking down the artificial boundaries between disciplines. The journal focuses on the interaction among various fields, such as linguistics, information processing, neuropsychology, cognitive psychology, speech and hearing science and education.

*Reading and Writing* publishes high-quality scientific articles pertaining to the processes, acquisition, and the loss of reading and writing skills. The journal publishes research articles, critical reviews, theoretical papers, case studies and book reviews. The journal also publishes short articles in the `In Brief` section. Case studies and pilot reports with preliminary results may be suitable for publication in this section. Some topics that are appropriate for publication in the journal are: models of reading, writing and spelling at all age levels; orthography and its relation to reading and writing; computer literacy; cross-cultural studies; and developmental and acquired disorders of reading and writing.

Subscription Info: $50/year
Address:  *Reading and Writing*
An Interdisciplinary Journal
Reading and Writing Quarterly

Reading and Writing Quarterly provides direction in educating a mainstreamed population for literacy. It disseminates critical information to improve instruction for regular and special education students who have difficulty learning to read and write. Interdisciplinary in scope, the journal addresses the causes, prevention, evaluation, and remediation of reading and writing difficulties in regular and special education settings. It encourages manuscripts on teaching the reading and writing processes to students experiencing difficulties in these areas. Possible topics include adjustments for language-learning style, literature-based reading programs, teaching reading and writing in the mainstream, study strategies, language-centered computer curricula, oral language connections to literacy, cooperative learning approaches to reading and writing, direct instruction, curriculum-based assessment, the impact of environmental factors on instructional effectiveness, and improvement of self-esteem.

Subscription Info: Institution (print and online) $528, online only $502; Personal $198
Address:
Taylor & Francis, Inc.
325 Chestnut Street, Suite 800
Philadelphia, PA 19106
Source: http://www.tandf.co.uk/journals/journal.asp?issn=1057-3569&linktype=1

Reading Matrix: An International Journal

The Reading Matrix: An International Online Journal is a peer-reviewed professional journal with an editorial board of scholars in the fields of second language acquisition and applied linguistics. The journal seeks to disseminate research to educators around the world. It is interested in exploring issues related to L2 reading, L2 literacy in a broader sense, and other issues related to second language learning and teaching.

The Reading Matrix was created as an interactive journal, not an electronic version of a traditional print publication. The journal is published twice a year exclusively on the World Wide Web. Doing so allows us to reach a broad audience. It also provides a multimedia format more suited to some of our goals as we explore language as it taught and learned in both traditional and hypertextual environments, and it facilitates and encourages dialogue and communication from researchers and educators, offering an international perspective on the issues presented. As an online journal, we are committed to providing a forum for alternative modes of inquiry and viewpoints about the nature of literacy practices of diverse groups of persons around the globe.

Subscription Info: free online
Address/Source: http://www.readingmatrix.com/about_journal.html

**Reading Research Quarterly**

For more than 40 years, *Reading Research Quarterly* has been essential reading for those committed to scholarship on literacy among learners of all ages. The leading research journal in the field, each issue of *RRQ* includes: reports of important studies; multidisciplinary research; various modes of investigation; and diverse viewpoints on literacy practices, teaching, and learning. *RRQ* is published online and in print four times a year: January, April, July, and October.

Subscription Info: $69/63 per year regular or $42/38 per year student rate (print/online)
Address: Reading Research Quarterly
University of Georgia
309 Aderhold Hall
Athens, GA 30602-7125, USA
Source: http://www.reading.org/General/Publications/Journals/RRQ.aspx

**The Reading Teacher**

If you work with children up to age 12, you need *The Reading Teacher* as part of your professional library. Whether you're new to the field or a veteran, each issue of *RT* will help you improve your classroom practice and meet the needs of all your students. Inside *RT* you'll find: articles written by reading professionals, for reading professionals; practical, evidence-based teaching ideas; information on the latest developments in research; columns on critical issues in the field; reviews and information about great children's books for classroom use. *RT* is published online and in print eight times a year: monthly from September to May, with a combined December/January issue.

Subscription Info: $69/63 per year regular or $42/38 per year student rate (print/online)
Address/Source: http://www.reading.org/publications/journals/rt/index.html

**Visible Language**

*Visible Language* is concerned with research and ideas that help define the unique role and properties of written language. A basic premise of the journal is that writing/reading form an autonomous system of language expression which must be defined and developed on its own terms. To this must be added research and ideas that help define the presentation of information within the digital arena. The shift from page to screen is comparable in its significance to the shift from manuscript to print. Developing the knowledge base and conventions for this new media will take time and challenge our ability to move beyond the book and into more fluid and relational systems of presentation.

Subscription Info: Institution, $65/year; Individual, $35/year
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Graphic Design Dept.
2 College St.
Providence, RI 02903
Source: http://www.id.iit.edu/visiblelanguage/Directory.html
**Women in Literacy and Life Assembly**

WILLA strives to improve the teaching of English language arts by focusing attention on gender-related issues in literacy teaching and learning, including the status and image of women and girls, men, and boys and to advise the profession at large on issues relating to the role and images of women; and to foster the exchange of ideas and perspectives among people interested in gender issues relating to English. Members of WILLA receive the newsletter *Crosscurrents* and the journal *WILLA* annually.

Subscription Info: Regular $15/year; Student $7/year
Address: Pamela Hartman, WILLA Chair
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Dept. of English
Muncie, IN  47306
Source: [http://www.luc.edu/orgs/willa/willahome.html](http://www.luc.edu/orgs/willa/willahome.html)

**Written Communication: An International Quarterly of Research, Theory, and Application**

*Written Communication* is an international multidisciplinary journal that publishes theory and research in writing from fields including anthropology, English, education, history, journalism, linguistics, psychology, and rhetoric. Among topics of interest are the nature of writing ability; the assessment of writing; the impact of technology on writing (and the impact of writing on technology); the social and political consequences of writing and writing instruction; nonacademic writing; literacy (including workplace and emergent literacy and the effects of classroom processes on literacy development); the social construction of knowledge; the nature of writing in disciplinary and professional domains; cognition and composing; the structure of written text and written communication; relationships among gender, race, class and writing; and connections among writing, reading, speaking, and listening. Also of interest are review essays and reviews of research on topics important to writing researchers. No worthy topic related to writing is beyond the scope of the journal.

Theoretical and applied contributions of articles in *Written Communication* are made explicit and will be relevant to teachers and researchers from a range of scholarly disciplines. Published articles will collectively represent a wide range of methodologies, but the methodology of each study must be handled expertly.

Subscription Info: $130/year
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Kent State University
PO Box 5190
Kent, OH 44242-0001
journals@sagepub.com

Written Language and Literacy

Written Language and Literacy is a peer-reviewed journal concerned with linguistic, psycholinguistic, educational and sociolinguistic accounts of the structure and functions of written language, the processes and acquisition of reading and writing, and the use and development of literacy in different social and cultural settings. The journal focuses on scientific reports in areas such as theoretical linguistics and cognitive models of written language processes, reading and writing in educational contexts and in literacy campaigns, literacy and technology, and literacy as a marker relating to gender, ethnicity, and class.

Subscription Info: $95/year
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          1020 ME Amsterdam
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          IWTS/MPI
          P.O. Box 310
          6500 AH Nijmegen
          The Netherlands

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Inactive Literacy Journals (available free online)

Quarterly of the National Writing Project & the Center for the Study of Writing and Literacy

For 27 years, this professional journal provided thought-provoking and inspiring articles on exemplary teaching practices and cutting-edge issues from some of the most skilled, accomplished, and talented writing teachers. The final print issue of The Quarterly was released in fall 2005. The primary audience for The Quarterly consists of teachers of writing, kindergarten through university level, as well as college instructors engaged in preparing teachers to teach writing. A secondary audience includes researchers and scholars in the teaching of writing, school administrators, curriculum directors, and parents. We published articles on the following topics: classroom strategies related to teaching writing and literacy; teacher research and more formal scholarly inquiry in these areas; essays on language and the craft of writing; discussion of standards, assessment and other school reform issues as they relate to literacy education; pieces about teaching literacy in specialized communities of learners—English language and adult learners, for instance.

Subscription Info: available free online
Simile: Studies in Media and Information Literacy Education

The final issue of Studies In Media & Information Literacy Education (SIMILE) was released in 2009. This journal provides a venue for scholarly articles that bridge the subject areas of media and information literacy. SIMILE is interested in publishing research that advances knowledge about media and information literacy. At the same time, the journal seeks studies directed at a readership in the fields of information/media studies, library science, and education. SIMILE will also examine ways in which reference- and teacher-librarians, teachers, and other concerned professionals can integrate media literacy concepts into instructional sessions.

SIMILE aims to explore the ways in which social and cultural environments impact media production and the methods that could be used to teach the skills needed to "read" these environments. It will also strive to provide multiple perspectives arising from the diverse cultural contexts which form the basis of global media literacy issues. SIMILE will be of interest to a wide range of readers and researchers interested in tracking mass media trends.

Subscription Info: free online
Address: University of Toronto Press — Journals Division
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    5201 Dufferin Street
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