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# Reflections

**Writing, Service-Learning, and Community Literacy**

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**Reflections**, a peer reviewed journal, provides a forum for scholarship on writing, service-learning and community literacy. Originally founded as a venue for teachers, researchers, students and community partners to share research and discuss the theoretical, political and ethical implications of community-based writing and writing instruction, **Reflections** publishes a lively collection of essays, empirical studies, community writing, student work, interviews and reviews in a format that brings together emerging scholars and leaders in the fields of community-based writing and civic engagement.We welcome materials that: report on research; showcase community-based and student writing and/or artwork; investigate and represent literacy practices in diverse community settings; discuss theoretical, political and ethical implications of community-based writing; explore connections between service-learning, civic engagement, and current scholarship in composition studies and related fields.

**Submissions** Electronic submissions are preferred. Manuscripts (10 –25 double-spaced pages) should conform to current MLA guidelines for format and documentation and should include an abstract (about 100 words). Attach the manuscript as a Word or WordPerfect file to an email message addressed to Steve Parks (sjparks@syr.edu). The email message will serve as a cover letter and should include your name(s) and contact information, the title of the manuscript, and a brief biographical statement. Your name should not appear in the manuscript itself or in accompanying materials such as syllabi. All submissions deemed appropriate for **Reflections** are sent to external reviewers for blind review. You should receive prompt acknowledgement of receipt of your piece, followed by a report on its status within six to eight weeks.

Contributors interested in submitting a book review (about 1000 words) or recommending a book for review are encouraged to contact the editors. We invite announcements and abstracts (200-500 words) describing current research projects and Classroom Sampler submissions (1000- 2000 words) describing exemplary course designs, assignments and activities and the theoretical perspectives that inform them. Articles published in **Reflections** are indexed in ERIC and in the MLA Bibliography.