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.
# Table of Contents

1. **Editor’s Introduction**  
   The Community Classroom and African American Contributions to Community Literacy: Moving Forward while Looking Back  
   David Green, Hampton University  

17. **Daughters Making Sense of African American Literature in Out-of-School Zones**  
   Melvette Melvin-Davis, Highly Favored Publishing, LLC.  

43. **The Relevance of Homeplace Narratives in the Academy**  
   Yaa Williams-Christopher, Penn State University  

74. **A Conversation about Teaching, Kitchens, and Concern: An Interview**  
   Ersula Ore, Arizona State University  

88. **A Prison Classroom, African American Literature, and the Pedagogy of Freedom**  
   Patrick Elliot Alexander, Duke University  

109. **African American Community Literacy and Urban Debate**  
    Susan Cridland-Hughes, Bard College  

126. **Battling to be Heard**  
    Damon Cagnolatti, Cerritos College  

144. **A Conversation About Music, Legacies, and Youth Culture: An Interview**  
    Damon Cagnolatti, Cerritos College  

152. **A Narrative on Teaching, Community, and Activism**  
    Tim Lee, Urban Ministries Inc.  

    Steph Ceraso, University of Pittsburgh