

Reflections across communities: Fall 2025

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We would like to welcome you to the inaugural issue of *Journal of International Interdisciplinary Literacy* (JIIL). This journal intends to draw from a variety of disciplines, modalities, and languages. The journal draws upon Croce's (2023) definition of a text which states that a text is any platform that engages a participant. The multiple modalities presented in this journal all serve as types of texts. Disciplinary literacy explores how reading, writing, and speaking occur in different unique fields (Ortlieb et al., 2024). Over time, this journal hopes to give voice to many individuals globally as they share how they read, write, and speak. Learning about what literacy looks like in different fields and areas of the world may inspire readers to expand how they themselves communicate.

This first issue of the Journal of International Interdisciplinary Literacy includes four publications. The video text titled, *The elegant Chinese calligraphy: A blend of language, history, and art* was created by Shiyang Li 李师杨 (CoCo) & Yang Wang 王杨 (Li

& Wang, 2025). This video text describes CoCo's thoughtful process of engaging with Chinese calligraphy. She reflects on learning calligraphy out of love for the Chinese language and culture.

The second and third publications are connected. The first part is a video text titled *Carrying a 560 pound engine 20 feet: A college student's journey through auto mechanic literacy and TikTok fame*. In this text, Riley Allen, a college student, describes his journey as he develops as an auto mechanic (Allen, 2025). Riley shares his experiences working on cars, his need to be resourceful when it came to replacing an engine, and how he carried a 560lb engine across a finish line at a salvage yard in order to secure the engine for \$69.99. In response, Keri-Anne Croce provides a written commentary titled, *The journey of a developing auto mechanic and TikTok author helps to uncover features of disciplinary literacy*. Croce (2025a) draws out the different types of texts that Riley encounters on his journey as an auto mechanic. Taken together, the work of Allen and Croce help to further define discipline specific literacy practices, or disciplinary literacy.

Within the fourth publication, titled *Shaping societies: Disciplinary literacy in forensic science*, Croce (2025b) examines the discipline of forensic science by discussing the language and patterns that emerge within this field. As she describes a qualitative analysis of the language patterns of Court of Appeals or Court of Special Appeals documents filed within the state of Maryland between 2018 and 2025, she is able to expand what is known about what it means to engage with forensic science texts.

The publications in this first issue reflect a wide range of perspectives. One publication is from the perspective of a sixth-grade student, CoCo, who shares her artful Chinese calligraphy and describes what Chinese calligraphy means to her. Another publication is from the perspective of Riley, an emerging auto-mechanic and college student, who shares his journey and resourceful problematizing as he negotiates auto mechanics. A third publication comes from a university professor who analyzes specific patterns and purposes of language and texts within the relatively unexamined literacy field of forensic science. Across all articles, there is a theme of language negotiation, problem solving, and decision making. Both video texts illustrate the authors' experiences as they step into their respective fields. The fourth publication is a qualitative analysis from Croce focusing on how language achieves different purposes within an established field. All these publications reinforce what is meant by the term disciplinary literacy.

Together the publications in this first issue of *Journal of International Interdisciplinary Literacy* seek to expand what it means to read, write, and speak. The JILL highlights all languages and provides an opportunity for authors to publish texts in their desired language or engage in translanguaging. We encourage you to add your voice to the growing list of authors who are sharing their literacy experiences in the JILL.

References

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