



## ACCESS AND ENGLISH STUDIES

### **Introduction from the Editors**

As we emerge from almost two years of COVID interruptions, we are pleased to present a special issue of *Open Words*, which features the keynote addresses, panel presentations, and roundtable discussions from a Spring 2021 virtual symposium, *Teaching Writing Now: Diversity, Inclusion, and Social Justice in the Writing Classroom*, hosted by the Texas A&M Department of English. This symposium, conducted over the span of a month, offered valuable conversations for grappling with issues of social justice. These issues necessarily intersect with concerns of access and proved timely, thought-provoking, energizing, and most importantly merited wider circulation.

We are grateful that Claire Carly-Miles accepted our invitation and took the lead in communicating with the co-editors of *Open Words*. Claire, along with co-editors Lori Arnold and Matthew McKinney, produced this special issue. It is their vision, expertise, insights, tenacious patience, and terrific efforts that helped bring this peer reviewed scholarship to fruition. We thank Claire, Lori, and Matt for co-editing this special issue and for making this important work available.

Upon receipt of journal content, Yndalecio Isaac Hinojosa singlehandedly produced the typeset proofs and prepared the manuscript, after which he input the line edits and readied the issue for publication. This is a time-consuming, laborious process, and we are grateful for Isaac's keen eye, attention to detail, and collaboration with the guest editors for this special issue.

We hope this special issue will spark many important conversations.

Y. Isaac Hinojosa, Texas A&M University-Corpus Christi  
Sue Hum, The University of Texas at San Antonio  
Kristina Gutierrez, Lone Star College-Kingwood