Acknowledgments

This book is the product of six years of grappling with how literacy educators and activists can understand and confront—with their students and their communities—mis- and disinformation. Galvanized by the events and information landscape leading up to, surrounding, and following from the 2016 US presidential election, alongside bigger cultural and technological changes, we issued a call for papers for a special issue of our journal, *Literacy in Composition Studies*. The topic and its challenges resonated with many of our colleagues, and we could choose to feature just a few of the many submissions we received in the 2017 special issue: *Literacy, Democracy and Fake News* (https://licsjournal.org/index. php/LiCS/issue/view/42). In working with our authors, we were inspired to continue focusing on the complexities raised in the special issue, and to invite more of the respondents to the original call to contribute. Guided by the journal's open-access ethos, we envisioned a free and accessible manuscript that could serve both within and beyond the walls (or Zoom screens) of classrooms.

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