**Critical Literacy Team**

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**BRIEF (STUDENT) VERSION DRAFT:**

Critical Literacy is the ability to identify, interpret, reimagine, and remake how socially constructed concepts like power and bias operate through historical and contemporary texts, images, and practices.

**LONGER (FACULTY) VERSION DRAFT:**

Critical Literacy is the ability to identify, interpret, and reimagine how socially constructed concepts like power and bias operate through historical and contemporary texts, images, and practices. It encourages individuals to assess the perspective of written texts, visual applications, vocal utterances, habits, and rituals as they analyze both marginalized and hegemonic voices and silences. It is an approach to making sense of our world, and our place in it, that is rooted in self-reflection, justice, and transformation. Critically literate learners, as informed agents, are empowered to both comprehend and meaningfully remake the social, political, economic, and environmental systems through which we live our lives.

Critical Literacy Rubric

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| Dimensions | 1 (Identify) | 2 (Interpret) | 3 (Reimagine) | 4 (Remake) |
| Narratives and Messages | Identify various narratives and messages | Categorize and deconstruct marginalized and hegemonic messages | Consider potential differences in meaning if specifics of narratives and messages were changed  | Recreate a specific example of a text, image, and/or practice with a focus on traditionally marginalized and counter-hegemonic messages |
| Perspectives and Positionality | Identify stakeholders and contexts | Categorize and deconstruct marginalized and hegemonic perspectives and positionalities | Consider how your own and other stakeholders’ positionalities impacts understanding | Recreate a specific example of a text, image, and/or practice to center on non-traditional voices |
| Influences and Impacts | Identify how texts, images, and/or practices have impacted society | Categorize and deconstruct the impact of texts, images, and practices of/on social systems (politics, economics, religion, environment, etc.) | Consider additional and non-traditional ways in which texts, images, and/or practices have impacted and continue to impact society | Propose novel ways/(Recreate) in which a text, image, and/or practice can be used to inform changes in society |
| Social Justice | Identify contemporary social issues that the text, images, and/or practice speaks to | Categorize and deconstruct the ways in which the text, images, and/or practice connects to contemporary social issues | Consider how contemporary views on social justice can be used to reimagine texts, images, and/or practices | (Re)Create a specific example of a text, image, and/or practice based on understanding of contemporary views on social justice |