

## Cultural Literacy Course Curriculum Map to 2010 AAOT Outcomes

**Department/Program:** English **Course:** Honors 122A H

**Cultural Literacy Infusion (optional designation)-submit with course syllabus to Michael Sàmano**

As a result of taking a designated Cultural Literacy course, learners would be able to:	Course Outcome(s) related to the Outcome	Under what conditions and criteria will the course outcome be assessed? (i.e., a menu of suggested assessment options)
<ul style="list-style-type: none"> <li>Identify and analyze complex practices, values, and beliefs, and the culturally and historically defined meanings of difference.</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences in rhetorical strategies and devices in different systems</li> <li>Develop an understanding of why/how rhetorical systems differ</li> <li>Develop an understanding of the features and uses of a specific minority rhetoric</li> <li>Examine the social, historical, cultural, economic, and legal framework of rhetorical systems</li> </ul>	Essays, other formal writings, self-reflections, and class discussions
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1) Explore how culturally-based assumptions influence perceptions	Through reading and discussing a variety of texts that critically engage the creation, use, and reception of minority rhetorics, and composing pieces of writing which further engage these ideas.	<b>Engaging Minority Rhetorics Through Rhetorical Analysis</b> <ul style="list-style-type: none"> <li>• Read and discuss a variety of texts that help students understand the linguistic and rhetorical structures of a specific Minority Rhetoric</li> <li>• Closely examine texts from historical contact zones focused on during the Historical Context section of the course. Include texts written from those contact zones within the minority culture as well as those written outside of it</li> <li>• Engage in Rhetorical Analysis of these texts in order to understand the ways in which the specific Minority Rhetoric being discussed was used for communication in the contact zones</li> </ul>

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2) Examine the historical bases and evolution of diverse cultural ideas	The course will trace the creation and use of a specific minority rhetoric in historical context.	<b>Historical Context</b> <ul style="list-style-type: none"> <li>• Focusing on a specific group of people who have developed a Minority Rhetoric, begin to develop an understanding of the different ways in which the history of this group is presented in various depictions of history, including those created from within the group as well as those created outside the group.</li> <li>• Critically engage/analyze these various depictions of the group's history, paying careful attention to differences in the depictions of particular events/people throughout this history</li> <li>• Develop an understanding of how communication between the minority group and mainstream culture in the contact zones surrounding significant events/people in this group's history necessitated the development of a Minority Rhetoric</li> </ul>
A course with the Cultural Literacy designation will also do at least one of the following:	How course meets criterion	Related Course Outline statements

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<ul style="list-style-type: none"> <li>• Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs, or</li> </ul>	<p>By exploring how/why a specific minority group has created their own minority rhetoric in order to communicate effectively</p>	<p><b>Considering the Implications of Language</b></p> <ul style="list-style-type: none"> <li>• Critically engage and analyze the deeper meanings and potential impacts of language including economic, social, academic and legal implications</li> </ul>

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<ul style="list-style-type: none"> <li>Investigate how discrimination arises from culturally defined meanings attributed to difference, or</li> </ul>	<p>By exploring discriminatory practices in education and the workplace that are a result of the use of non-Standard versions of English.</p>	<p><b>Historical Context</b></p> <ul style="list-style-type: none"> <li>Focusing on a specific group of people who have developed a Minority Rhetoric, begin to develop an understanding of the different ways in which the history of this group is presented in various depictions of history, including those created from within the group as well as those created by those outside the group.</li> <li>Critically engage/analyze these various depictions of the group's history, paying careful attention to differences in the depictions of particular events/people throughout this history</li> <li>Develop an understanding of how communication between the minority group and mainstream culture in the contact zones surrounding significant events/people in this group's history necessitated the development of a Minority Rhetoric</li> </ul>

A course with the Cultural Literacy designation will also do at least one of the following:	How course meets criterion	Related Course Outline statements
<ul style="list-style-type: none"> <li>Analyze how social institutions perpetuate systems of privilege and discrimination, or</li> </ul>	<p>Through an exploration of how the use of language and rhetorical systems other than Standard American English can result in significant disadvantages for students and employees in the academic world and work force.</p>	<p><b>Considering the Implications of Language</b></p> <ul style="list-style-type: none"> <li>Critically engage and analyze the deeper meanings and potential impacts of language including economic, social, academic and legal implications</li> </ul> <p><b>Applying Minority Rhetorics More Broadly</b></p> <ul style="list-style-type: none"> <li>Consider how the discussions we've had and ideas we've raised about a specific Minority Rhetoric might help us to understand the reasons why and ways in which other Minority Rhetorics are used.</li> <li>Discuss how and why Minority Rhetorics offer significant contributions to Mainstream language/rhetoric</li> <li>Discuss the social, political, cultural, economic, and legal issues related to the use of specific language(s) and rhetoric(s) [Note: This will also be done throughout the course.]</li> </ul>

A course with the Cultural Literacy designation will also do at least one of the following:	How course meets criterion	Related Course Outline statements
<ul style="list-style-type: none"> <li>Explore social constructs in terms of power relationships.</li> </ul>	<p>Through exploration of “contact zones,” which will allow us to discuss how power is created, enforced, and articulated in the context of historical events/eras.</p>	<p><b>Wading into the “Contact Zone”</b></p> <ul style="list-style-type: none"> <li>Reading, discussing, and understanding the “contact zone,” and how an imbalance of power affects and is affected by language and rhetorical choices</li> <li>Connecting the development of Minority Rhetorics to the “contact zone”</li> </ul> <p><b>Considering the Implications of Language</b></p> <ul style="list-style-type: none"> <li>Critically engage and analyze the deeper meanings and potential impacts of language including economic, social, academic and legal implications</li> </ul> <p><b>Applying Minority Rhetorics More Broadly</b></p> <ul style="list-style-type: none"> <li>Discuss the social, political, cultural, economic, and legal issues related to the use of specific language(s) and rhetoric(s) [Note: This will also be done throughout the course.]</li> </ul>

AAOT 2010

**Instructor**

**Date**

**Academic Dean**

**Date**