

Changing Our Perception: Using Critical Literacy to Empower the Marginalized

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Using previous research and scholarship in literacy, the paper discusses the potential role of literacy in the exclusion or inclusion of marginalized population in school and society at large. This paper argues for the importance of developing critical literacy in schools as a tool to include the disenfranchised student in the societal conversation. Moreover it suggests that critical literacy can be used as a method of empowerment where students are able to think critically, question events in society, and strive for socio-political equality. This frame of thoughts allows an exchange of power and knowledge through the development of literacy. Informed by the theory of critical pedagogy, the article offers examples from practitioners of how to use literacy as a tool for inclusion and empowerment for the disenfranchised. *[Article copies available for a fee from The Transformative Studies Institute. E-mail address: journal@transformativestudies.org Website: <http://www.transformativestudies.org> ©2011 by The Transformative Studies Institute. All rights reserved.]*

KEYWORDS: Critical Literacy, Free writing, Marginalized, Empowerment, Social Justice, Inclusion.

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