**2024 Masters**

**Critical Literacies**

Rahny Day

2/23/2025

**Questions**

1. What are the “spaces” in my life? ( intimacies of silence)
2. What is the impact of demonstrating vulnerability in our personal interactions?
3. When told, “ find the right answer in the reading”, does it influence how you interact with the content?
4. What does “meaningful interaction” mean to you in terms of reading or educational contexts?
5. How does it make you feel to “see” yourself reflected in the classroom content?
6. **What are ways we can interpret a text?**

**Ways of Interpreting Text**

The reading spoke on the various modes we can encourage meaningful connections via critical thinking in texts like The Praise, Questions, Polish Technique in a previous assignment I just completed. I’ve never heard or done this method before. After reading this excerpt, I’ve now reflected on the assignment itself and the specificity of the questions.

Vicariously Experiencing

The assignment was rather easy to complete for a myriad of reasons, but one in particular was in part of how meaningfully I connected with the content of the poem and its creator. It’s like he was speaking directly to me and my own dichotomy of being a person of color in a white world. His artistic presentation of his inflections, word choice, pacing, and so forth was so impactful in terms of grandeur and the textures he created. I live for raw visceral experiences that move me. I could close my eyes and feel his frustration and heartache as well as how I felt in those similar moments in my life. It was very emotionally taxing in a good way.

Aesthetically Reading

Again, a completely new term for me, but something I’ve clearly known but not expressed with this specific vocabulary. Maybe it’s the artist in me that truly connects to this and wants to be able to teach me students how to analyze in this manner.

It reminds me of working on an aria with my voice professor Dr. Pinkall. It was “When I Am Laid in Earth” from Dido & Aeneas. While I knew it was a somber song, my teacher challenged me to think about how it was being portrayed. This included me educating myself on the opera as well as the specifics of the aria in context to sequence within it.

1. What’s happening?
2. Why is it happening?
3. How would Dido express this sentiment? ( facial expressions, body gestures)
4. How can you add texture and depth to your voice to convey this?
5. What is the significance of this song to Dido, the operas as a whole, to a specific scene?

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The exciting thing about music for me is the score study. It’s also challenging when analyzing a piece with a music theory lens to realize that there is a lot of interpretation to artistic choice portrayed. You have to synthesize and understand how the musical period it was in shaped its form, interpretation, meaning as so forth as expressed by the various composers. You had to go “beyond” what was in front of you to internalize the piece.

I find myself drifting back to this mindset when I explore instructional design and how I function as a student. I’m always searching for something “to move” me and elicit an intense emotional response.