

Name(s) Jaime Ford

SOURCE INFORMATION

Article Title: Toward Critical Media Literacy: Core concepts, debates, organizations, and policy

Author: Douglas Kellner & Jeff Share

Source Title: Discourse: studies in the cultural politics of education

Date of Publication: September 2005

SUMMARY

Provide a three- to four-sentence summary of the article.

Education should be in the forefront of multimedia literacy. For students to be competent in social and cultural contexts, they need to be able to interpret media images and text that surround them. These same media and texts have some sort of message which may try to influence their standpoints whether good or bad; bad includes various forms of stereotyping, which is dangerous in the equality culture we are trying to nurture as educators. Being able to interpret media images responsibly should empower our students against negative forms of media and promote “self-esteem” and “awareness” of one’s culture.

PARAPHRASE

Develop one sentence of paraphrased information from the article.

Educators need to take a proactive stance in aiding students’ interpretation of good and bad media images and texts in their world to make them productive and responsible digital citizens.

DIRECT QUOTE

Provide one direct quote from the article.

I’m including this quote because it makes sense in its context for this class:

“Indeed, in the current information/communication technology environment traditional print literacy takes on increasing importance in the computer-mediated cyberworld as people need to critically scrutinize and scroll tremendous amounts of information, putting new emphasis on developing reading and writing abilities. For instance, Internet discussion groups, chat rooms, e-mail, blogs, wikis, and various Internet forums require writing skills in which a new emphasis on the importance of clarity and precision is emerging” (Kellner & Share, 2005).

I also have to include this quote because I like it and it is spot on the truth:

“Students and youth are often more media savvy, knowledgeable, and immersed in media culture than their teachers and can contribute to the educational process through sharing their ideas, perceptions, and insights” (Kellner & Share, 2005).

ETHOS

Does the writer make any ethical appeals in his/her argument? Explain.

Yes; the writer cautions educators to take media images and texts serious as they are high influences of multicultural and stereotypical messages on our students. The writer conveys the fact that if educators don't take a stance on making sure that students can analyze images and texts on a higher level of thinking, then we are ignoring the fact that our students are being exposed to material that may sway their thinking in a direction our world is trying to move against.

LOGOS

Does the writer make any logical appeals in his/her argument? Explain.

Yes! The writer makes an argument that both traditionalists of literacy and reformists *probably* agree that education and literacy is connected. The writer states that literacy is required to “read, interpret, and produce” various artifacts and to communicate in one's culture responsibly and effectively. Furthermore the author makes the statement that literacy evolves with culture and since culture is evolving towards technology, then education should implement technological literacy as well. This makes sense to me.

PATHOS

Does the writer make any emotional appeals in his/her argument? Explain.

Yes; one of the points the writer tries to make is that educators do need to be sensitive to student's perceptions on certain media images and texts because these images do encompass a huge part of our student's world. Criticizing and belittling these images are not going to make our student's aware of the messages. Instead we need to help them interpret them on a deeper level. Give them the tools to see bad advertising when it exists. What I liked is the fact the writer really wants the educator to point out stereotyping and multicultural hating/bashing instead of turning a blind eye.

Citation

Kellner, D., & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organizations, and policy. *Discourse: studies in the cultural politics of education*, 26(3), 369-386. Retrieved from http://pages.gseis.ucla.edu/faculty/kellner/essays/2005_Kellner-Share_TowardsCriticalMediaLiteracy.pdf