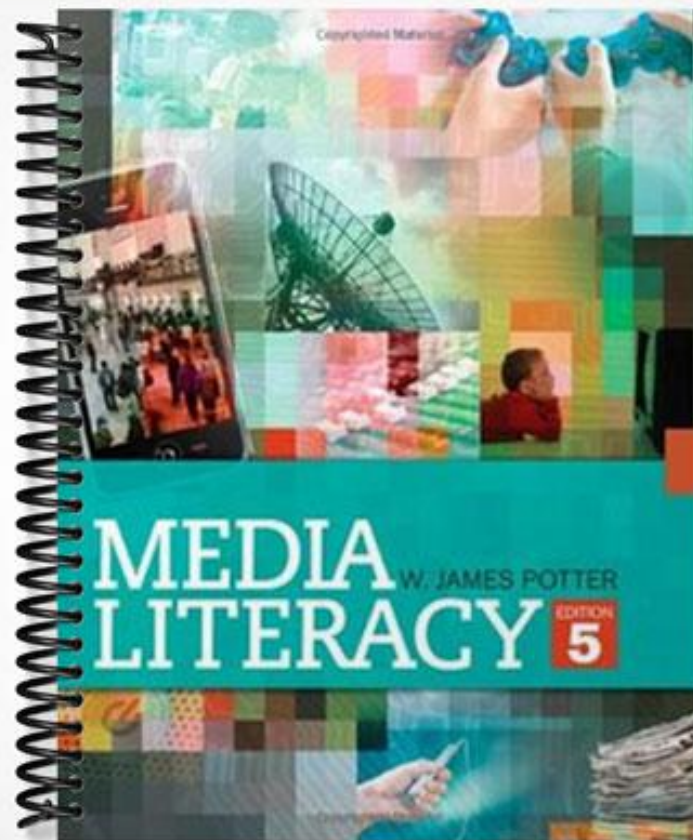


TEST BANK



Chapter 2: Test Bank Questions

Multiple Choice Questions

1. The three building blocks of media literacy include:
 - a. Books, magazines, and newspapers.
 - b. Learning to read, write, and speak.
 - c. Personal locus, knowledge structures, skills. *
 - d. TV, radio, and electronic communication knowledge.

1. John was happy in his New York apartment until he saw an article in the newspaper about what a lousy apartment building he lived in. Then John wanted to move. John is
 - a. media literate
 - b. has a strong personal locus
 - c. understands the difference between facts and opinions
 - d. has a weak personal locus*

2. The idea of media literacy
 - a. incorporates just one set of skills
 - b. is about being skilled at assessing the meaning in messages*
 - c. is about a person's ability to use computers
 - d. all of the above

3. If people are continually exposed to faulty information, they feel
 - a. their faulty beliefs are true
 - b. less and less desire to challenge their faulty beliefs
 - c. less and less likely to examine their faulty beliefs
 - d. all of the above*

4. Which of the following statements is true?
 - a. children with lower IQ's watch more TV*
 - b. children who don't watch TV do better in school than children who watch a moderate amount of TV
 - c. the US ranks 1st out of 28 countries in reading
 - d. all of the above are true

5. When we evaluate, we
 - a. break down a message into meaningful elements
 - b. judge the value of an element*
 - c. assemble elements into a new structure
 - d. group elements

6. Media literacy
 - a. is fixed

- b. is a continuum*
 - c. is automatically at the same level for people over 50
 - d. all of the above
7. People who are media literate would most likely
- a. get the news from the same channel at the same time every day
 - b. expose themselves to various news broadcasts*
 - c. be influenced to buy unneeded items because their favorite celebrity uses them
 - d. read books by just one or two authors
8. At the highest level of media literacy,
- a. people want to take a moral stand that certain messages are more constructive for society.
 - b. people recognize that one's own individual decision affect society-no matter how minutely
 - c. people recognize that there are some actions an individual can take to make a constructive impact on society.
 - d. all of the above*
9. Sally was ten years old when she saw a board game advertised on TV that was, "TEN GAMES IN ONE!" She asked for the toy for her birthday, only to find it to be ONE cheap and flimsy game. At that point, Sally was probably in which stage of media literacy?
- a. language acquisition
 - b. acquiring fundamentals
 - c. social responsibility
 - d. developing skepticism*
10. After reading this chapter on media literacy, it's clear that
- a. each message has one clear and specific meaning
 - b. when a group of people see a TV ad together, each one of them attaches the same meaning to the advertisement
 - c. both a and b are true
 - d. People assign different meanings to the same message in the media

True/False Questions

1. Mass media can offer only negative effects. F
2. In our text, information and knowledge are synonymous (the same thing.) F
3. Knowledge structures provide the context we use when trying to make sense of new media messages. T
4. Synthesis is one of the skills of media literacy. T
5. Abstracting is the same as analysis. F
6. Television viewing always hurts a child's academic performance. T
7. Perspectives make a great deal of difference in the way we see things. T
8. Media literacy is one dimensional. F

9. Deduction is using general principles to explain particulars. T
10. Morality is not a part of media literacy. F
11. Pat is not easily persuaded to buy products that are promoted in the media. This is because Pat has a weak personal locus. F

Short Answer/Essay Questions

1. Do you believe you have a strong personal locus? Why or why not?

Answers will vary.

2. What are the three main advantages of developing a higher degree of media literacy?

Answer:

- a. People can develop an appetite for a wider variety of media messages. The media tries to constrain our choices so it can condition us and control us, so we expose ourselves to the same choices again and again.
 - b. People can be empowered to control how the media's messages are programmed in their own minds. This gives people more control over their own lives and the way they interpret messages.
 - c. Sometimes the media and an individual have the same goals, but sometimes this is not the case. When people become media literate, they keep their own goals in mind.
3. Go to <http://www.npr.org>, (National Public Radio) and read an article or listen to a podcast. Write an abstract.
 4. You and your friend, Chris, are talking about the courses you're taking in school. When you tell Chris you're taking a Media Literacy course, Chris wants to know the purpose of the course. What do you say to Chris?

Answers will vary, but it's essential that the student understands the dramatic, and sometimes undesirable effects the media can have on our lives.