Test Bank for Introduction to Media Literacy 1st Potter

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Chapter 2: Test Bank

1. Faulty beliefs can get us in trouble because
@ Section Location: Taking Out the Trash; Learning Objective: 1
a. they trap us into thinking about the wrong things.
b. they make us think that we are powerless to change.
c. they lead people to talk in circles.
*d. All of the above

2. Arguing that Facebook reinforces narcissistic drivel exemplifies this faulty belief
@ Section Location: Media Are Harmful; Learning Objective: 1
*a. that media are harmful.
b. that media literacy will destroy my fun with the media.
c. that media literacy requires memorization of too many facts.
d. that media literacy requires too much effort.

3. Believing that analyzing our favorite characters in a movie we reduce our liking of those characters is an example of which faulty belief about the media?
@ Section Location: Media Literacy Will Destroy My Fun With the Media; Learning Objective: 1
a. Media are harmful.
*b. Media literacy will destroy my fun with the media.
c. Media literacy requires memorization of too many facts.
d. Media literacy requires too much effort.

4. If we understand that a characteristic of higher media literacy is the ability to transform information into knowledge structures, we can avoid which faulty belief about the media?
@ Section Location: Media Literacy Requires the Memorization of a Great Many Facts; Learning Objective: 1
a. Media are harmful.
b. Media literacy will destroy my fun with the media.
*c. Media literacy requires memorization of too many facts.
d. Media literacy requires too much effort.

5. If we understand that media literacy is not a category by rather a continuum, we can avoid which faulty belief about the media?
@ Section Location: Media Literacy Requires Too Much Effort; Learning Objective: 1
a. Media are harmful.
b. Media literacy will destroy my fun with the media.
c. Media literacy requires memorization of too many facts.
*d. Media literacy requires too much effort.

6. Critical thinking refers to
@ Section Location: Taking Out the Trash (Box 2.1); Learning Objective: 1
a. criticizing the media.

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b. becoming more open-minded.
c. regarding the media in a more cultural context.
*d. All of the above

7. Media literacy is
@ Section Location: The Definition; Learning Objective: 2
a. our ability to criticize the mass media.
b. our ability to praise the mass media.
c. one perspective we can have about the mass media.
*d. a set of perspectives we use to expose ourselves to the mass media.

8. We build our perspectives from
@ Section Location: The Definition; Learning Objective: 2
*a. knowledge structures.
b. raw materials.
c. skills.
d. information.

9. To build our knowledge structures, we need
@ Section Location: The Definition; Learning Objective: 2
a. tools.
b. raw materials.
c. willingness.
*d. All of the above

10. The tools needed for building our knowledge structures about the mass media consist of
@ Section Location: The Definition; Learning Objective: 2
*a. our skills.
b. information from the media and from the real world.
c. our personal locus.
d. All of the above

11. The raw materials needed for us to build our knowledge structures about the mass media consist of
@ Section Location: The Definition; Learning Objective: 2
a. our skills.
*b. information from the media and from the real world.
c. our personal locus.
d. All of the above

12. The willingness we need to build our knowledge structures about the mass media comes from
@ Section Location: The Definition; Learning Objective: 2
a. our skills.
b. information from the media and from the real world.
*c. our personal locus.
d. All of the above

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13. The three building blocks of media literacy include
@ Section Location: The Big Three; Learning Objective: 3
a. knowledge, access, and experience.
b. reading, writing, and analyzing.
*c. personal locus, knowledge structures, and skills.
d. knowledge of print media, broadcast media, and digital media.

14. Your personal locus is composed of
@ Section Location: The Big Three—Personal Locus; Learning Objective: 3
a. your knowledge of the media.
b. your opinions about the media.
*c. your goals and drives.
d. All of the above

15. Joe frequently considers his goal of learning more about the candidates running for public office in his town. He puts a great deal of effort into finding a variety of media sources providing information about the candidates. Joe
@ Section Location: The Big Three—Personal Locus; Learning Objective: 3
a. has reached the social responsibility stage of media literacy.
b. is utilizing his synthesis skills.
c. is utilizing his abstraction skills.
*d. has a strong personal locus.

16. Information is piecemeal, whereas knowledge is
@ Section Location: The Big Three—knowledge Structures; Learning Objective: 3
a. unorganized.
*b. organized.
c. enduring.
d. social.

17. Knowledge structures occur
@ Section Location: The Big Three—knowledge Structures; Learning Objective: 3
a. spontaneously.
*b. if constructed with care and precision.
c. unconsciously.
d. None of the above

18. The context we use when trying to make sense of new media messages is provided by the following:
@ Section Location: The Big Three—knowledge Structures; Learning Objective: 3
a. Background information
b. Information platforms
c. Knowledge literacies
*d. Knowledge structures

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19. The breaking down of a message into meaningful elements is called
@ Section Location: The Big Three—Skills; Learning Objective: 4
*a. analysis.
b. evaluation.
c. grouping.
d. deduction.

20. When we evaluate, we
@ Section Location: The Big Three—Skills; Learning Objective: 4
a. break down a message into meaningful elements.
*b. judge the value of a message element.
c. assemble elements into a new structure.
d. group elements.

21. Samantha hears on the radio that regular coffee consumption lowers the risk of Alzheimer's disease. She finds this interesting, but looks up the study cited by the news report to get more information and compare the research with her standards before accepting the finding as accurate. Samantha is demonstrating the skill of
@ Section Location: The Big Three—Skills; Learning Objective: 4
a. deduction.
*b. evaluation.
c. grouping.
d. analysis.

22. When we classify the content of television messages according to the programmer's intention to entertain us, to inform us, or to persuade us, we use which of the following skills?
@ Section Location: The Big Three—Skills; Learning Objective: 4
a. Deduction
b. Induction
c. Analysis
*d. Grouping

23. In public opinion polls, 1 in 6 people thinks that there is a crime problem in their community, but 5 in 6 people think that there is a crime problem in society. This difference in opinion is an example of a faulty use of
@ Section Location: The Big Three—Skills; Learning Objective: 4
a. deduction.
*b. induction.
c. analysis.
d. grouping.

24. Some people overestimate and other people underestimate the effect the mass media have on them. These are examples of faulty uses of
@ Section Location: The Big Three—Skills; Learning Objective: 4
*a. deduction.
b. induction.

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c. analysis.
d. grouping.

25. Synthesis is
@ Section Location: The Big Three—Skills; Learning Objective: 4
a. putting elements into categories.
b. finding patterns across groups of elements.
*c. assembling elements into a new structure.
d. creating a brief description that surpasses particular elements.

26. You just watched the latest episode of "American Idol." Your roommate missed the show and you explain to her what happened and who got eliminated. You are using the skill of
@ Section Location: The Big Three—Skills; Learning Objective: 4
a. analysis.
b. grouping.
*c. abstracting.
d. induction.

27. Which of the following statements is true?
@ Section Location: The Big Three—SKILLS; Learning Objective: 4
*a. Children with lower IQs watch more TV.
b. Children who do not watch TV do better in school than children who watch a moderate amount of TV.
c. Preventing children from watching television prevents only negative effects.
d. All of the above

28. You can assess your knowledge structures about the mass media by reflecting on your information about
@ Section Location: Assessing Your Knowledge Structures; Learning Objective: 5
a. mass media industries.
b. mass media audiences.
c. mass media content.
*d. All of the above

29. Which of the following is related to mass media content?
@ Section Location: Assessing Your Knowledge Structures; Learning Objective: 5
a. Long-tail marketing
*b. Media genres
c. Forces shaping the mass media
d. Manifested effects

30. Assessing the knowledge structures about media effects refers to
@ Section Location: Assessing Your Knowledge Structures; Learning Objective: 5
a. understanding the differences between process effects and manifested effects.
b. understanding the differences between attitudinal effects and psychological effects.
c. understanding the factors that influence media effects.

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*d. All of the above

31. All beliefs about the media are faulty.
@ Section Location: Taking Out the Trash; Learning Objective: 1
a. True
*b. False

32. Media literacy is a continuum.
@ Section Location: Media Literacy Requires Too Much Effort; Learning Objective: 1
*a. True
b. False

33. The more perspectives you have from which to experience the media, the more critical you will be of the media.
@ Section Location: The definition; Learning Objective: 2
a. True
*b. False

34. Media literacy helps us interpret the meanings of the media messages we encounter.
@ Section Location: The Definition; Learning Objective: 2
*a. True
b. False

35. Being media literate requires that your personal locus is constantly engaged.
@ Section Location: The Big Three—Personal Locus; Learning Objective: 3
a. True
*b. False

36. Information is the essential ingredient of knowledge structures.
@ Section Location: The Big Three—knowledge Structures; Learning Objective: 3
*a. True
b. False

37. Deduction involves using general principles to explain particulars.
@ Section Location: The Big Three—Skills; Learning Objective: 4
*a. True
b. False

38. Synthesis is one of the skills of media literacy.
@ Section Location: The Big Three—Skills; Learning Objective: 4
*a. True
b. False

39. Television viewing always hurts a child's academic performance.
@ Section Location: The Big Three—Skills; Learning Objective: 4
a. True

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*b. False

40. Assessing your knowledge structures about the media includes reflecting on mass media industries, audiences, content, and effects.
@ Section Location: Assessing Your Knowledge Structures; Learning Objective: 5
*a. True
b. False

41. Name and discuss three faulty beliefs about media literacy.
*a. Answer Varies
@ Section Location: Taking Out the Trash; Learning Objective: 1

42. State and explain the proactive definition of media literacy.
*a. Answer Varies
@ Section Location: The Definition; Learning Objective: 2

43. Name and discuss the three key components of media literacy.
*a. Answer Varies
@ Section Location: The Big Three; Learning Objective: 3

44. State and explain three skills necessary for media literacy.
*a. Answer Varies
@ Section Location: The Big Three—Skills; Learning Objective: 4

45. Discuss the questions we need to address to better understand media content.
*a. Answer Varies
@ Section Location: Assessing Your Knowledge Structures; Learning Objective: 5

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