

English 100 Final Examination Essay Assignment

The final examination question will be about ideas from the three articles
“Children and TV Violence”

“Violent Media is Good for Kids” by Gerard Jones
and “Murder not a Product of TV Violence, Report Finds.”

Your teachers encourage you to read the articles carefully. You may also do research on your own on the topic of violence in the media.

You will have two hours to respond to the question in an essay of approximately 750 words.

Your teacher will grade it and use it to compile your final course grade.

In addition, your essay may be selected as part of an assessment of the teaching that is going on in English 100 classes. Readers will evaluate the writing according to the criteria on the attached scoring sheet.

WRITING SAMPLE SCORE SHEET

Paper Code _____
Reader _____

LEARNING OUTCOME I

CRITERIA

SCORE
(Circle)

Expresses the main idea as a thesis, hypothesis, or other appropriate statement.

The main idea is well conceived and clearly stated in a thesis, hypothesis, researchable question, or other appropriate statement.

3

The main idea shows promise but needs refining.

2

The main idea is not clearly stated.

1

LEARNING OUTCOME II

Develop a main idea clearly and concisely with appropriate content.

Main idea is thoroughly explained and fully supported with relevant evidence.

3

Main idea is developed, but evidence needs refining. Clearer or fuller explanation needed.

2

The main idea is inadequately explained and developed. Lacks evidence.

1

LEARNING OUTCOME III

Demonstrates mastery of the conventions of writing, including grammar, spelling, and mechanics.

Observes standard written English conventions.

3

Minor errors in grammar and usage with an occasional major error.

2

Errors in grammar and usage interfere with the meaning and ideas.

1

Total Score

Writing Sample Score Sheet

Paper Code 32

Reader's Initial JS

LEARNING OUTCOME I	CRITERIA	SCORE (Circle)	
Expresses the main idea as a thesis, hypothesis, or other appropriate statement.	The main idea is well conceived and clearly stated in a thesis, hypothesis, researchable question, or other appropriate statement.	6	Good
	The main idea shows promise but needs refining.	4	Satisfactory
	The main idea is not clearly stated.	2	Unsatisfactory
LEARNING OUTCOME II			
Develop a main idea clearly and concisely with appropriate content.	Main idea is thoroughly explained and fully supported with relevant evidence.	6	Good
	Main idea is developed, but evidence needs refining. Clearer or fuller explanation needed.	4	Satisfactory
	The main idea is inadequately explained and developed. Lacks evidence.	2	Unsatisfactory
LEARNING OUTCOME III			
Demonstrates mastery of the conventions of writing, including grammar, spelling, and mechanics.	Observes standard written English conventions.	6	Good
	Minor errors in grammar and usage with an occasional major error.	4	Satisfactory
	Errors in grammar and usage interfere with the meaning and ideas.	2	Unsatisfactory

TOTAL SCORE

8

Writing Sample Score Sheet

Paper Code 32

Reader's Initial CA

LEARNING OUTCOME I	CRITERIA	SCORE (Circle)	
Expresses the main idea as a thesis, hypothesis, or other appropriate statement.	The main idea is well conceived and clearly stated in a thesis, hypothesis, researchable question, or other appropriate statement.	6	Good
	The main idea shows promise but needs refining.	4	Satisfactory
	The main idea is not clearly stated.	2	Unsatisfactory
LEARNING OUTCOME II			
Develop a main idea clearly and concisely with appropriate content.	Main idea is thoroughly explained and fully supported with relevant evidence.	6	Good
	Main idea is developed, but evidence needs refining. Clearer or fuller explanation needed.	4	Satisfactory
	The main idea is inadequately explained and developed. Lacks evidence.	2	Unsatisfactory
LEARNING OUTCOME III			
Demonstrates mastery of the conventions of writing, including grammar, spelling, and mechanics.	Observes standard written English conventions.	6	Good
	Minor errors in grammar and usage with an occasional major error.	4	Satisfactory
	Errors in grammar and usage interfere with the meaning and ideas.	2	Unsatisfactory

TOTAL SCORE

8

English 100

December 15, 2010

Freedom of Mind

When I was a kid, I pretty much had no restrictions from watching television or recreational activities. I grew up watching shows like *Dragonball Z*, *Teenage Mutant Ninja Turtles*, and *Pokemon* where violence was most indefinitely portrait in fighting. I don't think I paid too much attention to the fighting in *Pokemon* though because the show had more of a storyline and great morals. Such as friendship is the key to teamwork and teamwork is the key to success, well that's how it is in the *Pokemon* world anyway. In *Teenage Mutant Ninja Turtles* they taught discipline through training. *Dragonball Z* shows that even though someone might not like you or treat you the same as others everyone deserves the equal amount of respect, and that you cannot judge a book by its cover. Kids need something or someone to look up to, whether be a sports icon or cartoon character.

Some people believe that violence in media and books are good for children, according to Melanie Moore, Ph.D. in the article, *Violent Media is Good for Kids* "Children need violent entertainment in order to explore the inescapable feelings that they've been taught to deny, and to reintegrate those feelings into more whole, more complex, more resilient selfhood." I agree with this statement, I don't know how I could have turned out if I did not have extensive amount of violent media I had as a kid. I could be playing sports or being a beach bum, who knows. I know from personal experience

32
CS
CA

about people who were so socially cut off from the rest of the world as a kid, that they still have barely any friends and work from home or don't work at all. I also know people that were like that but got out of that phase by getting inspiration from watching *Pokemon*. All the kids knew about the show and loved it so there was common ground between them and friendships were made social boundaries were non-existent.

Then there are some people who believe violence in media is terrible and should not be allowed. According to the AACAP *American Academy of Child and Adolescent Psychiatry* "American children watch an average of three to four hours of television daily." Just from that fact most people believe that a child's behavior can be affected greatly by the media, which I say is true because lots of people believe the media is a reliant and trustworthy source as well as a bad influence on some. Programs where people argue and then get into a fight, shows that people fighting for fun, and shows where people kill each other, these are examples of bad influence. Teaching kids that solving problems through violence is okay and that killing is not a big deal.

To limit these effects of influence the AACAP says that "Parents can pay attention and set limits to the amount of time spent in front of the television and consider moving the TV out of the child's bedroom, point out that the people are actors and in real life violence can be accompanied by pain or death, disapprove of violent episodes the child is watching, and refuse to let the child see shows known to be violent or change the channel when violent material comes on." I believe that even though these rules can be applied it will not always work. It is like telling a child something like junk food is not good for them, when they cannot have it they will want or crave for it even more.

Some believe that violent media can even lead kids to commit such crimes as murder, but according to David Hatch, in the article *Murder Not a Product of TV Violence, Report Finds* "Violent media images may cause your son or daughter to bully a classmate or shove a friend but probably not to break someone's limb or commit murder." I believe this to be true, I think that the creation of a murderer is not committed by violent media but by actual violence at home or in daily life. Sure TV might make you hit someone at some point in time but it can also teach you to stand up and fight for yourself or someone you care about.

I also grew up watching a show called *Guyver* when I was not even ten years old, where the main character would turn into a super powered being and fight monsters that threatened to kill him or people dear to him. He would literally slice the monsters in half and crush their limbs, causing massive amounts of blood to spurt out from them. Yes I know what you're thinking this is a pretty graphic and violent show, but look how I turned out. Nothing on my criminal record or no murders committed, I haven't even gotten into a fight once. Thus proving that watching violent media as a child does not greatly effect how you will turn out in the end.

Works Cited

"Children and TV Violence." *Fast Facts for Families. American Academy of Child and Adolescent Psychiatry*. Apr. 1999. Web. 29 Nov. 2010.

Hatch, David. "Murder Not a Product of TV Violence, Report Finds." *Electronic Media*. 22 Jan. 2001: 2. *Academic Search Premier*. Web. 29 Nov. 2010.

Jones, Gerard. "Violent Media is Good for Kids." 27 June 2000. *Mother Jones*. Web. 29 Nov. 2010.

Writing Sample Score Sheet

Paper Code 18

Reader's Initial gn

LEARNING OUTCOME I	CRITERIA	SCORE (Circle)	
Expresses the main idea as a thesis, hypothesis, or other appropriate statement.	The main idea is well conceived and clearly stated in a thesis, hypothesis, researchable question, or other appropriate statement.	6	Good
	The main idea shows promise but needs refining.	4	Satisfactory
	The main idea is not clearly stated.	2	Unsatisfactory
LEARNING OUTCOME II			
Develop a main idea clearly and concisely with appropriate content.	Main idea is thoroughly explained and fully supported with relevant evidence.	6	Good
	Main idea is developed, but evidence needs refining. Clearer or fuller explanation needed.	4	Satisfactory
	The main idea is inadequately explained and developed. Lacks evidence.	2	Unsatisfactory
LEARNING OUTCOME III			
Demonstrates mastery of the conventions of writing, including grammar, spelling, and mechanics.	Observes standard written English conventions.	6	Good
	Minor errors in grammar and usage with an occasional major error.	4	Satisfactory
	Errors in grammar and usage interfere with the meaning and ideas.	2	Unsatisfactory

TOTAL SCORE

18

Writing Sample Score Sheet

Paper Code 18

Reader's Initial ES

LEARNING OUTCOME I	CRITERIA	SCORE (Circle)	
Expresses the main idea as a thesis, hypothesis, or other appropriate statement.	The main idea is well conceived and clearly stated in a thesis, hypothesis, researchable question, or other appropriate statement.	6	Good
	The main idea shows promise but needs refining.	4	Satisfactory
	The main idea is not clearly stated.	2	Unsatisfactory
LEARNING OUTCOME II			
Develop a main idea clearly and concisely with appropriate content.	Main idea is thoroughly explained and fully supported with relevant evidence.	6	Good
	Main idea is developed, but evidence needs refining. Clearer or fuller explanation needed.	4	Satisfactory
	The main idea is inadequately explained and developed. Lacks evidence.	2	Unsatisfactory
LEARNING OUTCOME III			
Demonstrates mastery of the conventions of writing, including grammar, spelling, and mechanics.	Observes standard written English conventions.	6	Good
	Minor errors in grammar and usage with an occasional major error.	4	Satisfactory
	Errors in grammar and usage interfere with the meaning and ideas.	2	Unsatisfactory

TOTAL SCORE

18

Violence in the Media

To say that violence in the media does not affect the actions and mind state of children would be a hard thing to argue. It is obvious that everything in the media affects the judgment, outlooks, as well as actions of all people. That being said, I agree with Lee Salk's theory that Young people imitate the behavior to which they are exposed, to an extent. Lee uses the example of cartoons such as the Road Runner to support his beliefs, but I do not believe childish cartoon violence affects children as much as violent video games, television, and movies. I also agree with him that the responsibility to prevent the media from affecting our children negatively rests solely with us, not the companies distributing this material.

Children are very easily influenced at young ages. If you have ever been around young children as an adult, you will see that a lot of them look up to any authoritative or adult figure, and will copy a lot of things adults do thinking that it is the right way to act. After all, at young ages all the way through puberty, most children are simply trying to find their place in the world, and at this time they develop their ideas of what is right and wrong. An article from the American Academy of Child and Adolescent Psychiatry suggests that "Children who view shows in which violence is very realistic, frequently repeated or unpunished, are more likely to imitate what they see." I completely agree with this idea. Compare a child raised with no access to television, video games, or violent movies, to a child who was raised with all of these things. You will see that the child influenced by the media is far more likely to adopt such morals and beliefs throughout his life. Additionally, in not being punished for engaging in violent television, and games, etc., the child will believe that these acts are deemed ok to do by the rest of society. This is not always the case I'm sure, but definitely in most cases.

There have been several studies attempting to scientifically prove this theory as well. In one case, Albert Bandura at Stanford University showed short films to preschoolers. Half saw a man beating up a plastic clown, while the other half saw more innocuous images. After watching the film, the children were allowed to play with the doll. Those who saw the beating punched the toy clown, even copying details and words the clown said, while the others did not. (Phillips) It is obvious that young children base a lot of their morals and actions on what they see, however, this fault does not lie with the companies distributing the material, but with the parents raising the children. It is their job to keep their children away from such material.

People such as Gerard Jones seem to believe quite the contrary. He argues that “bloody videogames, gun-glorifying gangsta rap and other forms of ‘creative’ violence help far more children than they hurt, by giving kids a tool to master their rage.” I think that this idea is completely ridiculous. In my opinion if children have pent up rage within them, they should find more creative and productive outlets to release this such as sports, art, or other hobbies, definitely not violent video games and television.

In closing, as I stated earlier in this paper, I believe that the responsibility lies with parents in preventing their children from being exposed to violent media. At least until they are at a sufficient age to understand this material. Some suggestions for parents are to limit the time of watching TV or playing computer/video games, select the content you allow your children to watch carefully, talk about the content with your children so they understand what is real and make belief, and also keep TVs and computers out of the bedroom so you can personally monitor the type of content your child is engaging in. (Phillips) In taking this preventive action I believe we can reduce the violent attitudes and actions of future generations and in turn, have a more peaceful civilization in the future.

Works Cited

"Children and TV Violence." *Fast Facts for Families. American Academy of Child and Adolescent Psychiatry*. Apr. 1999. Web. 29 Nov. 2010.

Hatch, David. "Murder Not a Product of TV Violence, Report Finds." *Electronic Media*. 22 Jan. 2001: 2. *Academic Search Premier*. Web. 29 Nov. 2010.

Jones, Gerard. "Violent Media is Good for Kids." 27 June 2000. *Mother Jones*. Web. 29 Nov. 2010.

Phillips, Helen. "Mind-altering media. (cover story)." *New Scientist* 194.2600 (2007): 33-37. *Academic Search Premier*. EBSCO. Web. 14 Dec. 2010.