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4/3/22

Period

Media Manipulation Cont.

## At least three rhetorical choices and their effects:

Diction: ”With each step that passes, the media is more likely to arrive at a willing victim (remember, that’s you), because you already trust your friends to a certain degree”

Parallelism: They’ll build up a case against the opposing team using real facts (*fulfillment*), and state how they’re going to help give better information (*willingness, fulfillment*). They may casually insult or name-call “the enemy team” (*self-confidence, competence, disposition*)

Ethos: We’re going to shift from the task stuff and focus on the knowledge part of that and media…We’re going to start by handing the conman “self confidence” for free — they’re going to act confident at various stages of this process.

Intro Paragraph:

In this age of technology, millions of people are constantly uploading, watching and scrolling through social media. Their brains absorb information at a rapid pace; but not all of this information is accurate, and misinformation can lead to people creating unconscious biases. In her article “How To Spot Media Manipulation” Eziana Sephiriel shows concern about the large scale effects fake news can have on society, and shows ways to help people understand how to filter false information. Sephiriel argues that Fake news is a threat to the ignorant public, and people need her tools in order to discern the truth and prevent bias through the use of pointed diction, parallelism and ethos.

## Body Paragraph 1:

The author uses aggressive and assertive words through her writing to convince the reader of her sincerity and concern. By including the reader in the text conversationally, she is able to better convince the readers of her claims. The author states that ”With each step that passes, the media is more likely to arrive at a willing victim (remember, that’s you), because you already trust your friends to a certain degree” With the use of words such as “willing victim” she is sympathizing with the reader, and showing the reader as a clueless victim who needs her help. This pushes the reader to believe that they need her advice and tools in order to not become a victim. It can also indicate that the author is a caring person, who is worried about the innocent and “willing” victims. These words push the blame away from the person, and give an image to ignorance instead of carelessness. The author also frequently uses “you” throughout the article in order to speak directly to the reader, and further pull them into the article. Making the reading experience feel more like a conversation with an author. The author uses this inclusion and sympathetic diction, to convince the reader they need her tools and skills in order to tell the truth through the internet.

Body 2:

The Author pushes a Us vs. Them mentality throughout her story in order to paint the reader as a victim. She uses repetition and parallelism in this article to put these ideas onto the reader. “ They’ll build up a case against the opposing team using real facts (*fulfillment*), and state how they’re going to help give better information (*willingness, fulfillment*). They may casually insult or name-call “the enemy team” (*self-confidence, competence, disposition*).” The author repeats the words ``they’ll” and “they” in a parallel fashion through this passage. The author uses the emphasis and repetition of “they” in these sentences in order to depict the reader as separate.T he way the author is making claims about what “they” will do also gives the text a sense of confidence. Causing the reader to be more agreeable and understanding of her cause. As well as pushing the reader to be more wary of the people online posting misinformation. And blame others for the biases and beliefs caused by false information, instead of themselves. The parallel use “They” pushes people to believe that the majority of people involved in misinformation are “unwilling victims.” And that they are the ones who need to defend themselves from the others. They are the ones that require tools and skills in order to protect themselves from the fake news found online.

Body 3: Through her article, Sephiriel uses her writing to place herself among the readers as a fellow victim and concerned citizen. “I’m concerned, dear reader, about your well-being. We simply can’t allow fake media and misleading claims to saturate our lives and blatantly manipulate our beliefs and emotions.” Sephiriel states her concern for the reader and uses her words to show her empathy for the reader. She places herself among her audience with the use of “we” commonly throughout her article. With this inclusion of “we” and “our” in this passage the author tells the reader that she is one of them. That there is a direct connection between what she is claiming, and her personal experience. She is writing with the reader instead of to the reader, putting her in the same position as her audience. This helps her gain the reader's trust, and when this trust is given she is more likely to convince the reader of her sincerity. It also pushes them into utilizing her tools to discern what is true and filter out misinformation.

Conclusion

The concern about safety online is only increasing, as digital presence grows in importance. People live their entire lives online, and it is now the easiest way to find and release information. With so much accessible information, it can be difficult to discern what is true and what is not. And when “fake news” is spread on mass, there can be disastrous consequences. Humanity has seen this with the recent elections in the United States, and the current war happening between Russia and Ukraine. Even if you are not currently affected by an obvious use of fake news, you may have still created unconscious biases that can be used to control and manipulate you. So, it is important for everyone to be able to recognise what is actually true rather than what they want to believe.