

Course code: Critical Literacy
LANG 1002
Assignment 1: Personal Response to Background Readings

Text: Verlinden, J 2005, *Critical Thinking and Everyday Argument*, Wadsworth/Thompson Learning, Southbank, Victoria, pp. 16-27.

Description:

A foremost component of the arrangement of critical thinking is the proliferation of cause and intent, by means to diffuse sensibility at a time when external conditions (circumstantial factors) might affect judgement (Verlinden, 2005, p. 24). Therefore, critical thinking teaches ethics of pedagogy (Verlinden, 2005, p. 16). Most colleges and Universities today incorporate provisions of making critical thinking a major requirement for graduation purposes. In doing so, it provides a student with universal graduate qualities (Verlinden, 2005, p. 16). Critical thinking takes on a modal role to counter act deductive reasoning, as it plays an important role in channelling the argumentation process (Verlinden, 2005, p. 18). The main formality of the toolbox of 'critical thinking' is a collective consciousness that is an organic temperament (Verlinden, 2005, p. 18). In observing these archetypes, critical thinking is active in interpreting beliefs and ideas: to identify assumptions, to analyse pre-suppositions, and to evidence base everyday problems. Everyday judgment acknowledges the quest to solve theoretical arguments, which point to finally being able to discern facts from fallacies (Verlinden, 2005, p. 19).

Comment:

Drawing upon recent theories made throughout the text, it made me realise critical thinking in life is vital. The text displayed significant propositions of thought. In particular, the author explored interest, on page 21, spatial reasoning. And on page 16 of the text it made reflect, specifically to think that having a critical mind are instinctive qualities the lateral thinking hemisphere learns to adapt on one's own ideas, but to be also critical of the context.

Verlinden (2005) gives an account of the basic rudiments, the typical thinking audiences, which all seems logical when the all-rounding authentic representations are given and supported from the writer's viewpoint. I think Verlinden's constructed views on this topic are non-biased, as on page 24, it states all thinking audience scenarios that can be encountered through life in general. In my view, some generalisations were explained to me as a reader. First explored, the naive logic observer. Secondly, there is the vivacious thinker who questions all logic. Finally, the sceptic thinker.

Verlinden (2005) uses a formal style of appropriate Meta-language. The reading is similar to a text written by Zompetti (2006) because of the intertextuality between Aristotle's

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pedagogics, as it explains how everyday rhetoric and logic results in building on everyday multidisciplinary fields and on humanist argumentation ethics. I feel although some scholars may have disbanded 'topoi' (argumentation ethics which predates to classical times) as an evaluation tool, topoi, as in the same case of Verlinden's text more importantly offer contemporaries today a guide to use these tools to assimilate thoughts, locate and evaluate everyday arguments in today's world (Zompetti, 2006, p. 15).

References

Zompetti, J 2006 'The value of topoi', *Argumentation*, vol. 20, no. 1, pp. 15-28.

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Text: Potter, WJ 2001, *Media Literacy*, 2nd edn, Sage Publications, Inc., Thousand Oaks, California, pp. 2-15.

Description:

Potter's central idea is that media literacy shapes our perceptions of the world around us. Adjacent to this exposition is how the media medium can all influence and control our social, symbolic interactions. Potter's text contrasts both social and factual information opening up individual interpretations to psychological behaviours and patterns while the individual self is exposed to media's subtle influence. Potter (2001) also explains that there is no concrete dichotomy between the two subdivisions literacy and illiteracy, but rather media literacy skills can be refined over time through a patterned 'continuum' band that is mirrored in the everyday logic procedural tactics called critical thinking improvement. Potter discusses the notion that the individual self-filters media literacy through the cognitive state, the emotional, and the visually aesthetic and through the moral domain. Overall, media literacy is having a multi-dimensional, non-categorised, broad, and selective psychological structure that can assemble information to be literate in assessing messages (information). Finally, being more media literate enhances the information domain in our appreciation of the media.

Comment:

As a reader, the text positioned me, it made me reflect on the key word 'continuum', only to discover that the derived diction showed an awareness of the broader context that media literacy is an acquired skill through critical thinking.

Another is relating to an observation being made to a particular feature in the text. I felt the text gave me a new portrayal of linguistic devices used by the author. In particular, I recall the metaphorical insight that media literacy has a range of perspectives. On page four of the first chapter, Potter (2001) juxtaposes an analogy about the earth, trees, and towers. In reflection on the topic, I thought the totem symbols of these three elements symbolised the many glimpses the human condition confronts when perception (a psychological disposition) reels in many degree views of angles. By deconstructing the text in this kind of media symbiotic analysis and on behalf of my reading, the repetition of the three earthly tones 'earth', 'trees', and 'towers' seem to represent the perception overtone very well as the lexical patterning enhanced the meaning.

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Text: Collerson, J 1988, *Writing for life*, Primary English Teaching Association, Rozelle, N.S.W, pp. 12-22.

Description:

Collerson (1988) suggests that genres are used in early childhood education in different progressions (Early and Factual Genres). All The chapter focuses on the literary genres, mentioned are the many forms used in a classroom-writing program. Collerson identifies early genres; these are segmented into labels, observation/comment, recount, narratives. The other written genres widely prescribed are the factual genres. The main factual genres are procedural, report writing, explanation, and expository writing. There is also an attached section on the broader genres that are important to writing for life. Towards the end of the chapter is traditional literary fiction and another part is modern mass media genres such as posters, advertisements, and newspaper broadsheets writing (Collerson, 1988, pp. 13-21). Yet Collerson (1988) focuses on written texts solely created by children in the context addressing the primary curriculum. The point Collerson asserts synonymously is that the text purpose affects the authorships' choices, that the purposes determine the goals that are related to the choice of genre. In the spotlight is that genres are not easily grasped throughout school life but are needed throughout later mature life. The writing genre experience serves as a recognisable communicative (social activity). So the term 'genre' in general has an underlying mechanical form practice, which reflects the purpose and anticipated audience (Collerson, 1988, p. 12). Genre texts have a common intended accomplished purpose: to explain, instruct, describe, recount, argue, and to narrate. These apply to genres, as genres are a by-product of culture (Collerson, 1988, p. 15).

Comment:

The nature of this reading is clear as it describes the functions of genre writing for the purpose of the primary educational institution. I found the writing to represent an inductive proposal that draws attention to early childhood writing experiences and covers contemporary teaching practices.

This text engaged me with the reading material because it showed me different conventions of genres. It also taught me that while there may be cohesion in the primary literacy programs, there could also be implications for the primary core curriculum. The implication points to a child's developmental understanding of genres and grammatical coherence. This proposition brought forward a child's learning potential, a 'time continuum'; something a child is always working towards.

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The text leaves me with the notion that these functional genres are used beyond the classroom boards and set forth into adulthood. So these genres are needed to be grasped by peer pupils in order for students to be ready able for life's 'time continuum'.