

Article Analysis

Introduction

The article titled “Social Media and Students’ Privacy: What Schools and Districts Should Know”, by Joshua M. Rosenberg and fellow researchers discusses how the sharing of students’ information on social media by the schools can lead to unforeseen consequences.

The intended audience of the article is the schools and districts that use social media as a marketing tool to share the academic success of students enrolled in their institutes. The article intends to highlight the concerns regarding students’ privacy and safety that social media imposes with their personal information getting shared publicly.

Using various rhetorical strategies, the author has added depth as well credibility to the article. Ethos is one of the commonly employed rhetorical devices by the authors where the words and sentences are constructed in a manner that invokes the emotions in the readers. However, in the case of academic writing, ethos is generally avoided by the writers to make the tone of their narrative more objective and credible. Therefore, the use of ethos in this article is missing. Instead, logic and reasoning have been used to target the emotions of the readers.

The major rhetorical device that the author has employed is the use of pathos to appeal to the emotions of the public. In highlighting the scale and impact of the ‘Facebook’ platform on social media, the author highlights that sharing the pictures of students without their consent or of their parents can put the privacy of children at risk. Therefore, the author iterates that

Body Paragraphs

schools and districts should be “cautious when sharing news and updates from their classrooms on social media” (Rosenberg et al.). Only this way, the privacy of the student can be saved.

The use of logos as a rhetorical device in the article serves to add credibility and authenticity to the article narrative. In various instances, the author makes use of logos to logically appeal to the reasoning of the reader. For example, when highlighting the negatives of uploading personal information of children on social media, the author has provided various studies and past literature to back up his arguments. For instance, the author highlights “In our research, we randomly sampled 100 of these 9.3 million posts with images and found 187 student faces, five of which we could easily connect with student names” (Rosenberg et al.). The use of logos has added credibility to the author’s arguments.

In conclusion, the article titled “Social Media and Students’ Privacy: What Schools and Districts Should Know” employs a number of rhetorical strategies to add depth, logic, and credibility to its narrative. The use of logos and pathos in the article has helped the writer to target the emotions of the readers and extract the desired reaction, which is to ponder over the security concerns that sharing students’ information on social media imposes and work towards maximizing students’ privacy.

References

Rosenberg, Joshua M., et al. 'Social Media and Students' Privacy: What Schools and Districts Should Know'. *Phi Delta Kappan*, vol. 103, no. 2, 2021, pp. 49–53.

