

Rhetorical analysis

Literature



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Task Rhetorical Analysis (Everything bad is good for you) Introduction

Johnson's writing, "Everything bad is good for you, games" is written to give a different angle of the thoughts that individuals in the society had. The article is written on a balanced angle both no form of bias. He talks on either side of the argument the righteous and unpleasant sides and gives his opinion on the importance of the children having a form of entertainment. He starts by explaining the importance of games for children and their contribution to the mental development (Johnson, 459). His message is to oppose those individuals, especially parents, who ridicule video games suggesting they are a waste of time preferring books to games. However, individuals should realize that, through the games, knowledge has been transferred to these children and can act as an alternative to books. In an attempt to suggest his argument, he explains a situation where books had been introduced after development of the games; the same parents would be against books (Johnson, 459). His message is to advertise the gaming industry and suggest that there can be an acceptable consequence in the indulgence of the activity. This paper seeks to analyze Johnson's teachings in this article to deduce if the message passed fulfills its obligation. Johnson gives on the opinions individuals offer on the video games stating that, the only benefit most individuals find in the entity is the game's contribution to reflex response. However, most individuals argue that they lead to violence and promote addiction that limits the participation of the children towards constructive elements. Most parents advise their children to concentrate on their reading materials that they consider relevant in developing them, rather than pick up the regular video games. The negative attitude that revolves around games is the basis that drives Johnson's argument. Parents,

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according to him, are too stubborn to realize on the impacts that the recreational material is capable of providing for the child. The gaming industry has developed in the recent decade with advancement placed on their motive. Just as, the books bring intellectual development, various developments have been made to the games to be educative. The notion implanted in the minds of individuals is the tradition that anything, which is meant to add on the educational value, is best found in the sources that are books. Anything that is bad, in this argument, comprises the games. Johnson believes that books would be the subject of criticism had the games been invented first, and a similar criticism placed on the books. Johnson gives a list of the good entities of the games a compared to books. He suggests that, in books, children engage intensely in the analysis of the content while the games need no complex analysis as players strain less. Games provide a form of physical exercise and reflex engagements while it needs concentration in studying. Children while developing need interaction with the society and groups and should utilize the opportunity the games offer while they challenge their partners in tasks. These reasons make Johnson argue that the bad portrayal of the games presents a list of terrific benefits to the users. Books are described as an isolating entity and selects groups apart from their peers. Johnson's argument does not appeal to the children to ignore the developmental impact of books and explains that vast groups of children enjoy reading. He supports that books have a positive implication in intellectual fulfillment with the content it provides. This is vital in the contribution of Johnson's work to have two explanations of his subjects. There is room for the reader to have own individual conclusion, though, a strong suggestion provides that games are not harmful for children

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development. Conclusion The teachings in this book are immense in finding the response to the idea embedded in individuals' minds about the games. The writing is mostly subjected to teachers, parents and societal leaders who have developed a mentality against video games. Johnson suggests that the games are suitable for development on the user in both physical and mental arenas (Johnson, 464). However, it presents more on the negativity of books rather than games making it bias. Work Cited Johnson, Steven. *Everything Bad is Good for You*. New York. Riverhead Trade, 2006.