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Reflection Three

The piece of journalism I chose to analyze was the New York Times newspaper article *“For Most College Students Affirmative Action Was Never Enough*” By Richard Arum and Mitchell L. Stevens. The article talks about the racial breakdown of college attendance and admissions rate particularly in highly selective and prestigious Ivy League schools such as Havard or Stanford, and the difference in what schools Asians, blacks, Hispanics, and white students attend.

The article uses different images, which all give a visual and background knowledge for readers. The article starts with different colleges and their admission rate going from most selective universities and down, as it goes down the admissions rates get higher. The article includes an array of circles and each circle is a different college with different acceptance rates, amount of students, and admission rates. Using that imagery is an interesting way to show the statistics without just making it all facts and data. It also makes the article interactive, catching one’s attention span as they scroll and start to read further into the article. That’s a good way to use data visualization, the article made it educational and informative, but also interactive for readers.

Since the article is about college and focuses on races such as black, Hispanic, and asian. The audience would mainly be black and Hispanic ranging between the college entry age (17-18) and their parents or families. The audience could also be professors, college boards, deans, college chancellors, and college admission teams. I would say this is the particular audience because the article mainly focuses on racial equity in college communities and universities and the admission and resource difference is highly selective schools and non-selective schools. These varieties of people fit the best criteria for the audience the article was trying to inform and reach.

Logos are used often throughout the article using evidence, data, visualizations, and facts to persuade and support the claim about selective and non-selective schools. For example, the article states that the ratio of Asians in selective schools is higher than blacks and Hispanics, and then the article uses a data chart to show the percentages and averages below. For example, this quote for the article falls under logical fallacies, particularly in my opinion stacked evidence, the quote states that skills and experience don’t matter only having a degree does, when a lot of jobs often look at your experience or question it before hiring you. “Meanwhile, forward-thinking employers could [join the national movement](https://www.tearthepaperceiling.org/the-paper-ceiling?gclid=Cj0KCQjw1_SkBhDwARIsANbGpFt6q-GygGK8SBn_Xnizvg3vflY9Zk7W4yaZs729AIZ9VShoLa1o6j8aAkzXEALw_wcB) to do away with bachelor’s diplomas as requirements for entry-level jobs, sending a clear signal that skills, not costly and exclusionary pieces of paper, are what matter in the 21st century” (New York Times). Overall the authors do a good job of intriguing and persuading the audience by using data, visualizations, charts, and statistics.

Work Cited

Arum, Richard. “Opinion | For Most College Students, Affirmative Action Was Never Enough (Published 2023).” *The New York Times*, 3 July 2023, https://www.nytimes.com/interactive/2023/07/03/opinion/for-most-college-students-affirmative-action-was-not-enough.html. Accessed 22 September 2024.