



### **WRITING OBJECTIVES:**

- \* Understand the importance of correctly assessing the relationships among you, your audience, and your purpose
- \* Understand the value of undertaking the writing process in stages, including brainstorming, planning, organizing, drafting, revising, and proofreading.
- \* Recognize the importance of carefully choosing and restricting the subject and creating a precise thesis statement that will control the selection, arrangement, and presentation of the material
- \* Use strategies for creating organization, coherence, and structure in individual paragraphs and in the paper as a whole. These strategies should include the use of topic sentences, repeated key words, pronouns, synonyms, and parallel structure
- \* Use strategies for developing ideas with enough supporting details and convincing evidence, such as examples and illustrations, facts, expert opinions, comparisons, personal experience, clear explanations, and logical reasoning (including avoiding logical fallacies and emotional arguments)
- \* Compose introductory paragraphs that attract the reader's attention, state the thesis, suggest a plan of development, create positive first impressions, and set the tone
- \* Compose concluding paragraphs that re-emphasize the main point, give a sense of closure, and suggest why the ideas discussed are important in a wider context
- \* Effectively argue a thesis, i.e., persuade readers, by using rhetorical strategies such as establishing common ground and respectful acknowledgment of opposing views (perhaps conceding a point) or arousing audience interest by making the issue relevant
- \* Develop or refine a style that demonstrates thoughtful variety and control of sentence structure and avoids colloquialism and jargon
- \* Use appropriate, concrete words
- \* Write without mechanical errors (see below)

### **MECHANICS AND USAGE OBJECTIVES:**

- \* Recognize and avoid sentence fragments and run-ons, faulty modifiers, subject/verb and pronoun agreement problems
- \* Demonstrate mastery of conventional punctuation and mechanics used in standard written English
- \* Demonstrate a reasonable awareness of style, emphasis, and sentence variety. Papers with such mechanical errors will receive lowered grades, especially later in the semester.

### **RESEARCH OBJECTIVES:**

By the end of English 2010, you will be able to assess research information critically and be able to appropriately incorporate such data into your papers. Specific skills include:

- \* How and when to use paraphrases, summaries, and quotations
- \* How to avoid plagiarism
  - How to use the library, including the online library catalogue and other online
  - sources
- \* How to take notes efficiently
- \* When and how to use the following methods of incorporation:
  - in-text introduction and integration of reference material
  - use of quotation marks, brackets, and ellipses
  - use of long quotations
  - use of passages combining paraphrases and quotations
  - proper form for documenting and citing sources

#### WRITING REQUIREMENTS:

This is a writing-intensive course: expect to write more than 20 pages, including but not limited to three shorter papers of various lengths (an ad analysis paper, a summary and evaluation paper, and a synthesis paper), a research paper (10 pages), and numerous small assignments ranging from in- and out-of-class responses to the readings (usually daily) and an annotated bibliography. All out-of-class work must be typed with pages stapled together. Don't use plastic report covers even for the research paper. Please hand in your written work in the medium I ask for it, whether hard copy, disk, or online submission to WebCT.

#### PLAGIARISM and CHEATING POLICY:

Using someone else's words or ideas without giving proper credit (this is done by using quotation marks and in-text and bibliographic citation) carries heavy penalties: failure for the course, and for repeat offenders, expulsion from the college. We'll talk more about this later. Cheating on quizzes is likewise unacceptable.

#### ATTENDANCE and TARDINESS POLICY:

You will need to come to class in order to be successful in this course, since there is a fair amount of in-class work that cannot be made up: in general, this is the case for quizzes and in-class writing and activities (athletes: see me about absences). Not attending regularly simply puts your grade at risk. Coming in late disturbs the class: although occasionally this is unavoidable, if it becomes a habit it will create problems for you.

#### LATE WORK POLICY:

Assignments completed late will be downgraded one letter grade for every class period missed. All major assignments must be completed and handed in. There is no "extra credit" in this class to help pull up your grade (except for the finals week activity): these specific assignments are designed to exercise particular skills, each building on the previous ones in a certain sequence. Skipping some assignments and doing different ones undermines and/or negates this process. I do not give incomplete grades. Also, SAVE all original work with my comments on it until you receive a final grade: I may ask for it at any time.

## CLASS PARTICIPATION EXPECTATIONS:

It may seem like simple politeness and common sense, and many of you as young adults are tired of parental-type control (and I am not a big fan of *in loco parentis*), but I want to make it clear that it's rude to talk to other students during class: if you have a question or comment on the subject we are discussing, please share it with the rest of us. Please turn off and put away cell phones and take off headphones. Reading other material during class means you are not paying attention, and when I notice it, I will call on you in an effort to re-engage you with the discussion. Sleeping during class is effectively absence. Please don't pack up your materials, put on your coat, or get up to leave while class is still in the process of wrapping up. (I try to stay aware of the time, but if I begin to run over, please remind me.)

Do actively engage with what is going on in class, thinking about it from various angles and contributing your insights and/or questions to the class discussion. Active class participation will affect your grade positively and poor participation will do the reverse.

## GRADING STANDARDS:

Distribution is conventional: A+=100-97, A= 96-94, A-=93-90, B+=89-87, B=86-84, B-=82-80, C+=79-77, C=76-74, C-=73-70, D+=67-69, D=64-66, D-=60-63, F=59

Points per assignment (1000 points total):

<i>Affluenza</i> quiz.....	10 pts.
Rank quiz.....	10 pts
Group ad project.....	30 pts (15 ad, 15 write-up of techniques)
Feedback on ad analysis.....	10 pts
In-class evaluation of Ad/journey/soul:	10 pts
Ad paper.....	90 pts
Logical fallacies quiz.....	10 pts
Group work sum "Zion".....	10pts
Group work eval "Zion".....	10 pts.
Sum/eval paper.....	75 pts (40 summary, 35 eval).
Topic pre-writing.....	15 pts.
Search terms/synonyms.....	10 pts
MLA citation quiz.....	10 pts.
Bibliography.....	30 pts (10 sources, 3 pts each)
Writing on how info scan changed topic...	10 pts.
Article reports.....	15 pts.
Annotated bibliography.....	50 pts. (8 sources, 6 pts. each)
In-class organize, outline activities.....	10 pts.
In-class addressing the opposition.....	10 pts.
Working outline (syn paper).....	20 pts.
Group work integrating sources.....	10 pts.
More integrating sources.....	10 pts.
Plagiarism quiz.....	10 pts.
Thesis & topic sentence.....	10 pts.

Feedback on syn paper RD.....	10 pts
Synthesis paper.....	180 pts
Workshop introductions.....	5 pts.
Workshop conclusions.....	5 pts.
Outline (research paper).....	20 pts.
Feedback on outline.....	5 pts.
Research presentation.....	15 pts.
Research paper.....	275 pts.

To find out your grade at any time, simply divide the number of points you have earned at that particular point in the course by the total points possible at that time and move the decimal point to the right twice to find your percentage. Then use the grade distribution chart above to find your letter grade. (Points earned by assignment will be posted in WebCT, but remember to keep all your graded assignments with my comments—I may ask to see them, particularly at conferences.) Please don't ask me "what grades do I need to get on future assignments in order to earn an X grade?" That's a complicated problem, and math is not my area of expertise.

**DISABILITY SERVICES:**

If you are a student with a medical, psychological, or learning disability and would like accommodations, contact Sherri Dial at the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine your eligibility and determine the appropriate accommodations related to your disability.

**COURSE TOPIC: ADVERTISING ANALYSIS**



Is it true that “I buy, therefore I am”? Do you shop until you drop? Does advertising persuade us to spend money we don’t have on things we don’t need? The focus for research in this class will be advertising, a topic broad enough to offer you a wide variety of choice as to the type of ad you are interested in researching while retaining a common core of material that the whole class should find helpful. Possibilities for topics are plentiful: advertising for cigarettes, alcohol, beauty products, diet products, cars (and motorcycles) and associated products and services, political candidates, prescription drugs, military recruitment, energy companies, food/restaurants, oil companies, public service ads (e.g., anti-drug ads), music ads, product placement ads, cell phone ads, video games as ads (advergaming), advertising on the internet, ads for various types of technology products, gender images in ads, violence in ads, ads on cars and clothes and stadiums, billboards, historical perspectives on types of ads, and so on, “ads nauseum” ((Rushdin).

Advertising is an interesting form of persuasion that is in some ways similar to writing a persuasive essay, and yet it is crucially different as well. Thus, learning to analyze it can reinforce some conventions of writing while the differences (generally academic writing is expected to be rational while ads notably play on our emotions) alert us to the wide variety of persuasive strategies around us. Moreover, advertising can be productively analyzed for its effects on American cultural values, the “buyproduct,” if you will excuse the pun, of ads. These unintended (?) effects are somewhat controversial and make for good positions that you could argue for or against in your research paper. Your research

paper will weave together your original analysis of specific ads with relevant research into a coherent argument.

	MONDAY	WEDNESDAY	FRIDAY
AUGUST	YOUR AD HERE	Aug.23: syllabus. Degrees of success. Begin video <i>Affluenza</i> .	Aug.25: finish <i>Affluenza</i> and quiz. <u>Handout</u> : Hugh Rank's theory of the sales pitch.
AUG/SE	Aug.28: Discuss Rank's ideas and quiz. Analyze ads. <b>Assign group ad project.</b>	Aug.30: Group work on ad project. Assign "Ads Nauseum" (in library article databases--Academic Search Premier(ASP)) in <i>Sports Illustrated</i> by Steve Ruskin.	Sep.1: <b>Assign ad analysis paper.</b> Discuss "Ads Nauseum" (please print out and bring to class all the online readings from the library databases for discussion).
SEPT.	Sep.4: LABOR DAY: NO CLASSES	Sep.6: GROUP AD PROJECT DUE: presentations.	Sep.8: ROUGH DRAFT DUE. Peer workshop on rough drafts.
SEPT.	Sep.11: Author's Chair: ad analysis rough drafts. <u>Handout</u> : evaluating sources. Assign "Advertising Joins the Journey of the Soul" (in ASP) by Jennifer Harrison in <i>American</i> >>>>	Sep. 13: >> <i>Demographics</i> . Print out article and bring to class. Also <i>Bedford</i> chp.8 pp.113 & 115-23 on active reading. Discuss and evaluate article (in-class writing).	Sep.15: AD PAPER DUE. <b>Assign sum/eval paper.</b> <u>Handout</u> : logical fallacies. Discuss <i>Bedford</i> ch.9 & ch.10 (pp. 135-40) on "evaluating" & summarizing sources & paraph.
SEPT.	Sep.18: Quiz on logical fallacies. Begin "Learning to Shop in Zion" (in ASP) by Fred Umbach in <i>Qualitative Sociology</i> for summary and evaluation discussion.	Sep.20: Group work on summary of "Zion"; class discussion.	Sep.22: Group work on evaluation of "Zion"; class discussion.
SEPT.	Sep.25: SUM/EVAL PAPER DUE. <b>Assign working bibliography.</b> <i>Bedford</i> chps. 1, 2, & 3 (also LIB1010 mods 2&3); in-class, pre-writing activities on your topic & research question.	Sep.27: <i>Bedford</i> chps. 4,5, & 6 on searching (LIB1010 mods 4, 5, & 6 also). In-class activities on developing search terms, strategies (avoid Google searches)	Sep.29: <i>Bedford</i> chps. 17 & 18 on MLA style. <u>Quiz.</u> <b>Assign article reports for next Wed. &amp; Fri.</b>
	BIBLIOGRAPHY DUE. <b>Assign annotated bibliography</b> ( <i>Bed.</i> 57-59). In-class writing on how info scan modified your topic/slant.	Oct.4: ARTICLE REPORTS.	Oct.6: ARTICLE REPORTS.