**ENG 0701: Introduction to Academic Discourse**

# Section XXX, Fall 2022

Days, time and location: [add content here]

Instructor name, preferred title and e-mail: [add content here]

Office location and office hours: [add content here]

# Course Description:

ENG 0701 develops the reading skills, writing skills, and self-awareness you need to understand and participate in academic discourse. Academic discourse is the system of institutions, scholars, texts, and arguments that creates, shapes, and perpetuates knowledge in the university. These are our specific course goals and objectives:

* To read a variety of challenging texts and participate in academic discourse through college-level discussions and short writing assignments, both in-class and assigned as homework.
* To learn to employ rhetorical terms and strategies and strengthen your ability to analyze rhetorical techniques in published essays and visual texts.
* To learn to employ academic evidence and respect the conventions of academic writing.
* To develop competent academic arguments over multiple drafts and collaborate with classmates in peer-review workshops. You will compile your final drafts into a portfolio that demonstrates your work throughout the semester and is graded by me and a committee of faculty in First Year Writing.
* To meet with me for at least three one-on-one conferences for intensive, individualized support, and to reflect on the writing process and set goals for continual improvement.

# Course Theme:

The theme for our section of English 0701 is advertising and propaganda. Our first unit focuses primarily on how to analyze texts in depth. Our second unit will focus on rhetorical appeals in advertising campaigns: what hidden messages are there, what cultural assumptions are made, and what techniques are being used to convince you to buy? Our third and final unit will focus on propaganda: how does propaganda relate to advertising, politics, and social media? Critical engagement is the key to writing strong papers and doing well in this course, and I will model this process and encourage it from every student.

# Required Course Materials:

1. *Let’s Talk* by Andrea Lunsford. ISBN: 978-0-393-44112-3. The cost is $20 for eBook and $31.25 for paperback. Additional readings will be free and available through our course Canvas site.
2. Daily access to a computer with a reliable Internet connection: Using Canvas and your Temple email are crucial requirements for this course. Please check the [technology specifications for using Canvas](https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-requirements-for-canvas) from computers and networks off campus. You will be submitting work online through Canvas for this course, and therefore, you will also need to have regular access to Microsoft Word. You can download a free copy of Office 365 through TU Portal, and it is also available on all TU-owned computers. If you use Google Docs, you will need to learn how to convert your document into Word in order to submit your papers. Feel free to consult Temple’s Information Technology Services for support: <https://its.temple.edu/>. You may need to occasionally use headphones or speakers in a private location for some course materials.
3. Resources to assist with costs and technology: Temple wants you to know that limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the [Emergency Aid Fund](https://deanofstudents.temple.edu/news/student-emergency-aid-fund). The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access. Also, on-campus computer labs are available for student use.
4. An 8 ½ by 11-inch notebook or loose-leaf paper in a folder and pens, to be brought to every class. You will write every day, and you will sometimes need to turn in that writing to me for review.

# Components of the Semester Grade:

1. Final portfolio of four polished writing assignments and all drafts [60%].
   1. I will provide written feedback for the first three essays so you can revise them for the final portfolio. We will also discuss them in one-on-one conferences.
   2. The 4th essay will not receive written feedback in draft form; instead, you will receive verbal feedback in class or conference.
2. Revision Process [30%]
   1. Peer Review Workshops: All four essays will go through peer review workshops to get feedback from your peers and to ensure that you are practicing critical reading and writing skills in responding to each other. Each of our three main peer review sessions will be worth 5%, and they listed in the course schedule (for a total of 15%). If you miss one of these peer review sessions, you receive a 0 for that 5%. Unless otherwise announced, peer review will be done in person in class, and it cannot be made up if you are absent. If you do not bring three copies of your own draft to class, you will not be eligible to stay for workshop and you will be marked absent and will get a 0 for that 5%.
   2. First draft grades: Your first three papers will receive in-process grades worth 5% each (for a total of 15%).
3. Shorter Assignments and Class Participation [10%]
   1. In-class Writing Assignments, Quizzes, and/or Homework Assignments will be part of every class and cannot be made up or sent in if you are absent.
   2. Class Participation: to be prepared for class, you must read and annotate all assigned readings, think deeply about our course topics, join in on all class activities and discussions, and listen respectfully to others.

# Portfolio and Grading Policies:

1. You must receive a **C-** (= 70 points out of 100) or better as a final grade to go on to ENG 0802. A D+ and below will require you to retake ENG 0701. You must also receive a **C-** (= 70) or better **on the final portfolio** to go on to ENG 0802. In other words, if your portfolio is D+ or lower, you cannot pass this class even if you completed all the other elements of the course, including peer review, homework, and class participation. Likewise, a passing portfolio grade does not guarantee a passing course grade if you did not complete all the other elements of the course, such as revision process activities and class participation.
2. An incomplete portfolio, or a portfolio that includes academic honesty violations, will always receive an **F** (= 0). A portfolio turned in with papers that you have never submitted in draft form may also receive an **F** (= 0) because you must show your work throughout the semester.
3. You will receive a Midterm Progress Report at or before the eighth week of the semester, indicating any areas that need immediate improvement.
4. “Incomplete” semester grades will not be granted except under extraordinary circumstances.
5. The grading scheme for this course is as follows:

A 94.0% - 100% D+ 67.0% - 69.9%

A- 90.0% - 93.9% D 64.0% - 66.9%

B+ 87.0% - 89.9% D- 61.0% - 63.9%

B 84.0% - 86.9% F 00.0% - 60.9%

B- 80.0% - 83.9%

C+ 77.0% - 79.9%

C 74.0% - 76.9%

C- 70.0% - 73.9%

# Classroom Policies:

1. Attendance is required. You must be present at every regular class meeting. There are no “excused” or “unexcused” absences in this class. All absences are equal regardless of the reason they happen. If you have five (5) or more absences will receive an **F** for this class. The only exception to this policy will be for students who have DRS accommodations that allow a few extra absences or call for other modifications, and you must contact me early in the semester to work out the details of these accommodations. I will do my best to warn you after your 4th absence that you are at the limit, but it is your responsibility to keep track of your attendance. You will fail on the 5th absence regardless of if I warned you or not. This policy exists because to complete this course in a satisfactory manner is to be present and participating. Missing more than four classes is equivalent to missing two full weeks of class, and that is more than enough to put you in unsatisfactory territory.
2. Punctuality is required. If you are repeatedly late or have a habit of leaving class early your class participation grade will suffer. I will count 2 latenesses/early departures as equivalent to an absence. I will try to warn you when your latenesses convert to absences, but you are responsible for keeping track of your own attendance.
3. Conferences are required. You will have a minimum of three scheduled, one-on-one meetings with me to discuss specific assignments. Missing these appointments or arriving unprepared counts as an absence. I will schedule make-up conferences if possible, but they do not erase the absence for the missed conference.
4. Peer review is required. For all major assignments, you will read and comment on peers’ work. Arriving unprepared for peer review and/or missing peer review means zero credit for that activity. Missing peer review is also an absence.
5. Basic computer competence is required. You are solely responsible for accessing course materials and using word-processing and other software successfully. The Tech Center may be able to help if you need it. If computer issues cause you to miss a deadline, it is on you. I suggest using Google Docs or other back-up systems so that you do not “lose” drafts.
6. Laptops, phones, and other electronic devices must never interrupt class. If your devices distract you or others, your class participation grade will suffer. If you have an exception on a particular day, you may speak to me and we can work something out.
7. Civil behavior is expected at all times. Uncivil or disruptive behavior will incur a warning letter, and a copy of that letter will be filed with the First-Year Writing Program. Penalties against the final grade for subsequent violations will be at the instructor’s discretion, up to and including failure of the course.
8. You are always encouraged to ask questions in office hours or via email. My office hours are on the first page of this syllabus. However, many students prefer to email, especially for short questions. Emails will generally be answered within 48 hours, and if you email after 5pm on a Friday you will likely not hear back until Monday morning.

# University Policies

## Academic Honesty

This course includes extensive consideration of many issues pertaining to academic honesty. We will discuss the meaning of the word “plagiarism,” in particular, as well as the rules professors and universities in the United States require their students to follow. Ultimately, however, you alone are responsible for understanding (1) Temple’s policies on academic honesty and (2) the definition of plagiarism. See the following for details:

<http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm#honesty>

Penalties for academic dishonesty of any kind will result in failure of the course in all cases. Moreover, all instances of academic dishonesty will be reported to the First-Year Writing Program. In serious cases, Temple’s Disciplinary Committee will also be asked to investigate the matter.

### Temple University Statement on Accommodations for Disabilities

This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Such students should also contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Accommodation for a documented disability is a right under Federal law. Instructors never discuss a student’s disability with other students, and only consult other Temple University faculty and staff at need. Further information is available at <http://disabilityresources.temple.edu/> . If you are not sure whether or not you qualify for accommodations, go to DRS to get more information. DRS understands that some students may not arrive at Temple University with documentation for their accommodations, and they will work with you to figure out how best to proceed. It is up to you whether you want to send me your accommodations, but keep in mind that accommodations cannot be applied retroactively. Also, please bear in mind that COVID-19 may result in a need for new or additional accommodations. Students should seek out assistance from DRS.

### Temple University Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02), that can be accessed through the following link: <http://policies.temple.edu>.

# University Resources

### Inclusive Learning and University Resources

All students learn in different ways. I will try to include a range of activities and learning strategies to make the course work for everyone, and your feedback will help enormously. If there are specific strategies that work for you—for example, if you would like help setting up voluntary deadlines to avoid last-minute panic—I encourage you to reach out to me.

Did you know Temple’s Student Success Center (SSC) offers tutoring for writing at the Writing Center? Writing Center tutors can help you understand and get started on your assignments, and they can also provide you with engaged, kind, and critical feedback on drafts of your work. The tutors are graduate and undergraduate students who are successful writers and experienced readers; all tutors have completed training in effective methods of coaching writers. Tutoring is free of charge and available by same-day session or pre-scheduled appointment. More information about the Writing Center, as well as other resources offered by the SSC, is available at <https://studentsuccess.temple.edu/>, by calling 215-204-0702, or visiting our “Front Desk” Zoom room via the Meeting ID at 929-916-654.

You can get help (even through live chat) with research from the Library: <http://library.temple.edu>.

There are other resources on campus that first year students may need, including Tuttleman Counseling Services (<https://counseling.temple.edu>). The first year at a new school can be stressful and challenging, and I want you to know you’re not alone and there are resources for you here at the university, many of which can be provided remotely.

The Dean of Students (<https://deanofstudents.temple.edu>) also offers a wide range of support for students who are facing challenges securing food or housing, students who need emergency student aid, students dealing with sexual assault, and other such problems. The Dean of Students also provides outreach and support for LGBTQIA students, international students, and veterans, among others. I strongly encourage you to seek out help from the Dean of Students if needed, and if you’re having trouble connecting to the proper resources, let me know and I’ll do my best to help.

### Help Desk: TECH Center

The Help Desk provides assistance with software, hardware and connectivity issues. Drop in, call (215) 204-8000, or make a request online: <https://computerservices.temple.edu/#request-help>.

### Computer Recycling Center: 152 Pearson Hall

Purchase used computers, monitors, printers, and miscellaneous equipment at nominal prices. Only [Diamond Dollars](http://www.temple.edu/diamonddollars/) are accepted as payment. See website for inventory: <https://atlas.ocis.temple.edu/crc_dev/new/webstore/default.asp>

## Temple and COVID-19

Temple University’s motto is Perseverance Conquers and we will continue to meet the changing circumstances of the COVID pandemic with flexibility and resilience. Working together as a community to deliver a meaningful learning experience is a responsibility we all share. Please keep yourself up to date with the university’s policies in relation to COVID-19 in your TUPortal and on Temple’s website: <https://www.temple.edu/coronavirus>.

As stated above, attendance is required for this course. However, if you feel unwell or if you are under quarantine or in isolation because you have been exposed to the virus or tested positive for it, you should not come to campus or attend in-person classes or activities. It is your responsibility to contact your instructors to create a plan for participation and engagement in your courses as soon as you are able to do so.

# Course Schedule

1. Pay close attention to this schedule, especially the assigned readings and other activities.
2. Bring your textbook and/or readings, a notebook or paper and a pen to every class. We will do some in-class writing or other work every time we meet, and most of that work will be turned in to me at the end of class.
3. This schedule is subject to change according to the needs of the class, but I will try to keep changing to a minimum. I will notify you of changes in email, on Canvas, and (if possible) in class.

## Week 1: Introductions and Starting Essay #1

M 8/22: Introductions and discussion of syllabus, policies, and course expectations. First day activity related to Essay #1.

*For next class: read Lunsford Ch. 4 and Ch. 5, “Developing Academic Habits of Mind”* and “*Reading to Understand”*

W 8/24: Review assignment for Essay #1 and discuss readings. Talk about different approaches to evaluating texts and focus on how context, argumentation, and structure are important. Review basic rhetorical terminology.

*For next class: read Lunsford Ch. 2, “Thinking Rhetorically” and Malik, “Let Them Die” (PDF on Canvas)*

## Week 2: Working on Essay #1

M 8/29: Discuss readings and continue learning rhetorical terminology and analyzing a text.

*For next class: read “Moving Your Audience” (PDF on Canvas) and Park, “I’m Done Being Your Model Minority” (PDF on Canvas)*

W 8/31: Discuss readings and review Lunsford, “Thinking Rhetorically” (PDF on Canvas)

*For next class: read Lunsford Ch. 12, “Summarizing and Responding” and Cottom, “We Weren’t Wrong to Love the Cosby Show”” (PDF on Canvas)*

## Week 3: Working on Essay #1

M 9/5: No class meeting **Labor Day Holiday**

W 9/7: Discuss readings and review proper citation rules using MLA format. See Lunsford, Ch. 20 for more on MLA.

*For next class: read Lunsford Ch. 18, “Quoting, Paraphrasing, and Summarizing”*

*Also, prepare your first draft of Essay #1. Your draft must be a minimum of three pages (double-spaced), and it must be a serious attempt at the assignment or you will be asked to leave class and take an absence. Your first draft does not need to be perfect; it only needs to exist at this point.*

## Week 4: Peer Review Workshop and Conferences for Essay #1

M 9/12: Peer Review Workshop for Essay #1 (this is one of the main peer review workshops and it is worth 5% of your final grade; if you miss class, don’t have a full first draft with you, or don’t take seriously the task of reviewing your classmates’ drafts, you will get a 0 for this part of your final grade). Bring a laptop to class. Also, we will sign up for conferences during this class period.

*For next class: revise Essay #1 and submit it to Canvas by Wednesday, 9/14 at class time for a grade and comments; also, write your self-reflection paragraph and bring it to conference*

W 9/14: Conferences! Instead of coming to class on this day, you will meet with me one-on-one in my office to discuss Essay #1. Do not forget to submit your paper before your conference and bring a 1 paragraph self-reflection that discusses your writing process and the changes you made after peer review.

*For next class: read Lunsford Ch. 7, “Writing Processes” and “Using Evidence Effectively” (PDFs on Canvas)*

## Week 5: Starting Essay #2

M 9/19: Review Assignment for Essay #2. Discuss readings and revision. Begin analyzing logos, advertisements and branding campaigns in class.

*For next class: read Luntz, “The Ten Rules of Effective Language” (PDF on Canvas)*

W 9/21: Discuss reading.

*For next class: read Twitchell, “An English Teacher Looks at Branding” (PDF on Canvas); begin pre-writing for Essay #2*

## Week 6: Working on Essay #2

M 9/26: Discuss readings. Focus on integration of sources and summarizing key arguments. Continue to focus on logos as a rhetorical tool.

*For next class: read Lunsford Ch. 9, “Analyzing”*

W 9/28: Continue work with Luntz & Twitchell readings and prepare for Essay #2. Bring at least one ad campaign to share with the class.

*For next class: read O’Neil, “The Language of Advertising” (PDF on Canvas)*

## Week 7: Continued work on Essay #2

M 10/3: Discuss O’Neill and begin planning of Essay #2.

*For next class: Work on Essay 2. Post your proposed ad campaign to Canvas for instructor review.*

W 10/5: Discuss ad campaigns. Practice more rhetorical analysis of ad campaigns in class. Discuss structure and planning of Essay #2.

## Week 8: Working on Essay #2 and Peer Review Workshop

M 10/10: Peer Review Workshop for Essay #2 (this is one of the main peer review workshops and it is worth 5% of your final grade; if you miss class, don’t have a full first draft with you, or don’t take seriously the task of reviewing your classmates’ drafts, you will get a 0 for this part of your final grade). Bring a laptop to class. Also, we will sign up for conferences during this class period.

*For next class: revise Essay #2 and submit it to Canvas on Wednesday, 10/12 by class meeting time for a grade and comments; also, write your self-reflection paragraph and bring it to conference*

W 10/12: Conferences! Instead of coming to class on this day, you will meet with me one-on-one in my office to talk about Essay #2 and the revision of Essay #1. Do not forget to submit Essay #2 before your conference and bring a 1 paragraph self-reflection that discusses your writing process and the changes you made after peer review. Also bring your revised version of Essay #1 to discuss. You will receive a Midterm Progress Report at or before you come to conference.

## Week 9: Starting Essay #3

M 10/17: Review Assignment for Essay #3 and do in-class exercise related to the assignment.

*For next class: read Schill, “The Visual Image and the Political Image” (PDF on Canvas) and Lunsford, Ch. 16, “Synthesis”*

W 10/19: Discuss readings. Focus on making connections between unit 3 readings and unit 2 readings.

*For next class: read Freedman, “Thirty Second Democracy” (PDF on Canvas)*

## Week 10: Working on Essay #3

M 10/24: Discuss reading. Continue developing a large idea from readings and connecting it to a central argument of your own.

*For next class: read O’Connor & Weatherall, “The Social Media Propaganda Problem is Worse Than You Think” (PDF on Canvas)*

W 10/26: Discuss readings. Continue connecting texts and positioning ourselves in relation to them. Also, practice effective summary of an academic debate (not just summary of a single text or author’s position).

*For next class: read Lunsford, Ch. 6 “Recognizing Facts, Misinformation, & Lies”*

## Week 11: Working on Essay 3

M 10/31: Continue connecting texts and positioning ourselves in relation to them. Also continue effective summary of an academic debate (not just summary of a single text or author’s position). More practice on synthesis.

*For next class: begin making progress on revisions of essays 1 and 2; begin pre-writing for essay 3.*

W 11/2: In class work on revision and essay planning. Work in class in small groups to ensure that everyone has a clear thesis and a plan for finishing essay #3.

*For next class: Prepare your first draft of Essay #3. Your draft must be a minimum of four pages, and it must be a serious attempt at the assignment or you will be asked to leave class and take an absence. Your first draft does not need to be perfect; it only needs to exist at this point.*

## Week 12: Peer Review Workshop and Conferences for Essay #3

M 11/7: Peer Review Workshop for Essay #3 (this is one of the main peer review workshops and it is worth 5% of your final grade; if you miss class, don’t have a full first draft with you, or don’t take seriously the task of reviewing your classmates’ drafts, you will get a 0 for this part of your final grade). Bring a laptop to class. Also, we will sign up for conferences during this class period.

*For next class: revise Essay #3 and submit it on Canvas by Wednesday, 11/9 at class meeting time for a grade and comments; also, write your self-reflection paragraph and bring it to conference*

W 11/9: Conferences! Instead of coming to class on this day, you will meet with me one-on-one in my office to discuss Essay #3 and your revision of Essay #2. Bring a 1 paragraph self-reflection that discusses your writing process and the changes you made after peer review. Also bring your most recent revision of Essay #2 to discuss.

## Week 13: Starting Essay #4: Reflecting on the Writing and Learning Process

M 11/14: Review Assignment for Essay #4. Do in-class self-reflective activity (chart from step three of <http://www.wikihow.com/Write-a-Reflection-Paper>) and watch a Ted Talk about the value of metacognition (to be posted on Canvas). These activities will help us understand the “So what? Who cares?” for this assignment and will give you material and a plan for writing Paper #4.

*For next class, read Giles, “Reflective Writing and the Revision Process” (PDF on Canvas); work on Essay #4*

W 11/16: Discuss reading and consider the value of reflecting on revision, in particular. In-class small group work on revising essays #1, #2, and #3.

## Week 14: Fall Break

**No classes this week**

## Week 15: Work on the Final Portfolio

M 11/28: Review requirements for the Final Portfolio. In-class editing/revising workshop (bring a laptop with one or more of your papers on it to class). We will work in pairs or small groups to help each other revise for minor errors, citation problems, and the like.

*For next class: work on revising your essays for the final portfolio*

W 11/30: Peer Review workshop on Essay #1, #2, or #3 (your choice). Bring three copies to class.

*For next class: Get your final portfolio in shape to submit next week. If you have any questions for me before the portfolio is due, please email them before the weekend so I can ensure a prompt response.*

## Week 16: Final Portfolio and End of Semester

M 12/5: Wrap up and Final Portfolios due

Note: Final portfolios are due on Monday December 5, but if you need a few extra days, you may turn in your portfolio any time up to Wednesday, December 7 at 8pm, no questions asked.

**After Wednesday, December 7 at 8pm, I will not accept any final portfolios.**

There is no final exam for this course. Once you submit the final portfolio, you have completed your work for English 0701. I will grade your final portfolio and calculate your final grade off Canvas, and then I will enter final grades on Banner before the end of the grading period.

Please note that I do not upload comments on final portfolios because you will have already gotten plenty of feedback from me throughout the semester, and usually students can anticipate their final portfolio grade on their own. If you want some brief feedback on your final portfolio after the end of Finals or if you have any questions about your final grade, you may contact me via email. I will do my best to respond to you in a timely manner.

# Essay Assignments

## Essay #1: Evaluating Ethos and Pathos

**TASK:** For this paper you will need to carefully examine an argument and assess the effectiveness of its use of ethos and pathos.

**APPROACH:** An effective argumentative essay has a clear point. However, it will also seek to establish grounds for credibility and to appeal to the emotions and values of the audience. To evaluate the effectiveness of an argument of your choice**\***, you will need to have a clear introduction, containing the following: 1) the author’s name, their credentials, and the title of the article 2) the author’s main point, implicit or explicit 3) a brief 3 sentence summary of their supporting points and 4) your own thesis statement (which is an evaluation of the effectiveness of the author’s ethos and pathos).

To organize the body of your essay, you will have to 1) evaluate the ethos of the argument (is the author knowledgeable about the issue? Are they fair? Do they build a bridge to their audience? Do they demonstrate professionalism? How? Why? Why not?). It may take multiple paragraphs to discuss ethos and 2) analyze the pathos of the essay (for example, do they resort to the use of concrete language? Use specific examples and illustrations? Use narratives? Use appropriate analogies, words and metaphors? Why? Why not? For what purpose?) For a good discussion of ethos and pathos, please refer to the reading discuss in class, titled “Moving your Audience: Ethos, Pathos and Kairos.”

Remember that this is not a response paper; in other words, your job is not to agree and/or disagree with the author’s argument, points, opinions or claims but rather to assess the effectiveness of its ethos and pathos, based on the notions we have discussed in class.

**\*** You will choose one of the following essays for this assignment (all linked on Canvas):

* “I have been Invited to a Destination Wedding at a Plantation. How Should I Respond?”
* “Must Our Plan to Help Our Granddaughter Include her Scary Dog?”
* “The Son my Sister Placed for Adoption Wants to Find her. What Should I Do?”

As you analyze your article of choice, make sure to keep in mind our practice on effective summary, quoting, and paraphrasing to represent the author’s points accurately.

It is also important to keep in mind that an argument may not or cannot be effective in its entirety (in terms of ethos and pathos), so your thesis statement can (and/or should) express degrees of effectiveness as it assesses the appeal to credibility and emotions. **For example**, you might saythat the author’s appeal to pathos/ethos is fairly effective, somewhat effective, somewhat ineffective, mostly ineffective, and so on.

**LENGTH:** 900-1100 words in length (about 3-4 pages) plus a properly formatted Works Cited page. The essay must be in MLA style: 1-inch margins, 12-point Times New Roman or Garamond, with a standard essay heading, page numbers in a header at the top right and double spacing.

**DEADLINES:**

Peer Review Workshop (1st draft): 9/12

Full first draft for Instructor: Conference #1 (conferences begin 9/14)

Revision: Conference #2 (conferences begin 10/12)

## Essay #2: Evaluating a Rhetorical Strategy

**TASK:** In this essay, you are going to analyze one advertising campaign. You are free to choose whatever campaign you want, but you must clear your selection with me before you begin to write about it. You are free to analyze the advertising surrounding a single product or a brand more generally. Once you have selected your product or brand, you will have to gather a series of ads (5-10). It is best if you can find ads that have a significant historical range, since this will allow you to analyze how the marketing strategy has evolved over time.

Using two articles from the course, write an essay in which you evaluate the rhetorical and advertising strategy that is deployed in the ads that you select. Your goal in this paper is to get beyond the surface of the image/commercial. Your goal is to reveal, through careful analysis of words and images, what the advertisement is actually selling. Of course, the ad is selling the product. But, as we have noted in class, ads always sell more than products: they sell a series of attitudes and beliefs. Your aim is to show what these attitudes are and how the ads define them.

As we have discussed, advertisements always give visual formation to underlying assumptions about their culture. Looking at ads that have historical range will allow you to assess how ideas about consumption or masculinity (to take two examples) have changed. Although you are gathering a large sample size, you are not required to write about all of the ads you find. Instead, you should try to focus your attention on the ads that best exemplify the argument you are trying make. Your collection of advertisements will allow you to speak with authority about the brand/product and focusing your attention on a single ad or maybe two will allow you to demonstrate your ability to close read a visual text.

**APPROACH:** The first step in this paper is to gather your images and commercials. In selecting them, you should make sure that you chose ads that have interesting images or slogans to work with. The more interesting the ads, the more interesting your paper will be. The paper should aim to show readers something they would not notice on their own. If you are only pointing out what is apparent, the paper will not succeed.

The next step is to return to the course texts and figure out what concepts are useful for describing how the ads make their appeal to the audience. In doing this, you want to look for the key terms that appeared in Luntz, Lutz, and other writers we have examined. Take for example the notion of “weasel words.” Can this notion be used to explain what is going on in the ads that you’ve selected? Does using this key term help you see something in the ad that you might not have seen without it? (Go through the texts and ask these questions of each key phrase/idea that you find.) Once you have gathered these conceptual tools, you can use them to analyze the ads with the aim of revealing both what they are actually selling and how they are trying to sell it.

**LENGTH:** 1100-1300 words (about 4-5 pages), plus properly formatted Works Cited page. Essay must be in MLA style: 1-inch margins, 12-point Times New Roman or Garamond, with a standard essay heading, page numbers in a header at the top right and double spacing.

**DEADLINES:**

Propose ad campaign for approval: 10/5

Peer Review Workshop (1st draft): 10/10

Full first draft for Instructor: Conference #2 (conferences begin 10/12)

Revision: Conference #3 (bring your revised draft of Essay #2) Conferences begin 11/9

## Essay #3: Writing an Argument about Propaganda and Political Messaging

**TASK:** Based on our course readings, develop an argument regarding the effects of propaganda and political messaging on American audiences, using three sources. This is our most complex essay of the semester, and you should keep the following goals in mind:

* develop an argument in the thesis paragraph that reflects your idea
* create paragraphs with topic sentences, claims and evidence from the class readings
* connect and synthesize the ideas of multiple texts in developing your argument.

Your argument should be related to our discussions of propaganda and political rhetoric, and you must use three (3) of the class readings from units 2 and 3. You must use one reading from Unit 2, and two readings from Unit 3.

Following are some questions that can help you formulate your main idea and argumentative points. You do not need to answer these questions in your essay directly, but you should think about them as you prepare your material.

* Using the synthesis grid, find the following information:
  + Do the articles state or imply the same argument?
  + Are they dealing with different ideas but come to the same/similar conclusion?
  + What are the concepts, points, key terms that connect these texts?
* Are there any disagreements in the arguments of these readings?
* What aspects of their arguments support/challenge/illustrate/complicate/refute any of the articles you have chosen?

Suggested format

* A thesis paragraph that introduces your argument. It is essential that you are making some argument based on the texts, not just summarizing.
* Summary of the background/context regarding propaganda and related issues.
* Discussion of the claims you have developed from your synthesis grid. This portion of the essay should identify particular rhetorical approaches used in the texts, analyze their effectiveness, and back up all arguments with class sources.
  + This portion should make clear connections between the sources
  + Be sure you’re always supporting your thesis, not just summarizing three articles
* Conclusion identifying what you think and leaving the reader something to think about.

*\* Please note: this is not an essay where you are arguing for a specific political belief system. This is an analytical essay, not an opinion paper.*

**LENGTH:** 1500-2000 words (5-6 pages) plus a properly formatted Works Cited page. Essay must be in MLA style: 1-inch margins, 12-point Times New Roman or Garamond, with a standard essay heading, page numbers in a header at the top right and double spacing.

**DEADLINES:**

Peer Review Workshop (1st draft): 11/7

Full first draft for Instructor: Conference #3 (conferences begin 11/9)

Revision: Due in final portfolio, 12/5

## Essay #4: Reflecting on the Writing and Learning Process

**TASK:**  Write an essay in which you reflect on your writing process throughout this past semester in English 0701. It is completely appropriate to use “I” in this paper, and you should cite specific evidence to show what you’ve learned and how your writing process has evolved.

Scholars and educators agree that self-reflection is a vital part of the learning process. This essay is not lesser than other essays in the final portfolio. It is a key essay to show us that you have applied the skills you’ve learned in this course, and it helps ensure that you are prepared to move on to English 0802 and more advanced classes at the university.

**APPROACH**: To write this paper, go through your previous drafts, your in-class work and other short assignments, your feedback from me, and other relevant documents from the semester. Use the chart we did in class to consider which pieces of evidence are most important to discuss. The SKILLS you will use in this essay are direct reference to evidence, clear explanation of your own learning process, and an understanding of yourself as a writer in the context of contemporary academic discourse.

Use your own written texts for this essay, and feel free to quote yourself and give examples from your own essays/drafts. You do not need to cite course texts for this assignment.

**LENGTH**: Minimum of 600 words (about 2 full pages). Essay must be in MLA style: 1-inch margins, 12-point Times New Roman or Garamond, with a standard essay heading, page numbers in a header at the top right or bottom right, double spacing, etc.

**DEADLINES:**

Peer Review Workshop (1st draft): 11/28

Finished draft: due in Final Portfolio, 12/5