

Attention!

This is a representative syllabus.

The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Linguistics 2367.02: Language & Advertising Spring 2016

Class Meetings:	Tuesday/Thursday 12:45-2:05, PAES A105
Instructor:	XXX
Office:	Ohio Stadium (Enter through the glass doors by gate 24. Go up one flight of stairs)
Office Hours:	XXX
Required texts:	- <i>Sold on Language: How Advertisers Talk to You & What This Says About You</i> by Julie Sedivy and Greg Carlson. - Other materials made available through Carmen and/or distributed in class
Course coordinator:	Dr. Hope Dawson: Ohio Stadium 109 C; dawson.165@osu.edu , 292-5420

An Introduction to the Study of Language & Advertising:

Advertising is big business, both in the United States and around the world. Advertisers spend an enormous amount of time and money every year to select the images and the language they will use to convey messages to particular audiences.

In this linguistics course, we will focus on the **language** used in advertisements. We will investigate the linguistic tools and strategies that advertisers use in order to maximize the effectiveness of their advertising campaigns. Here is just a sample of some of the questions we will consider during the term.

- How do advertisers use language to convey meaning, and what sorts of meanings do they convey?
- How can different levels of linguistic structure (sounds, words, ways that words are grouped together) contribute to the persuasiveness of an advertisement?
- What types of linguistic structures are often used in advertisements, and why?
- How do our minds process various linguistic structures used in advertisements?
- How do advertisers take advantage of the way that our minds process language?
- How do advertisers use language to target different audiences?
- What are the standards for 'truth' and for 'deception' in advertising? Under what circumstances are the linguistic strategies for persuasion that are used in advertising deceptive, if any?
- As consumers, how can we use our knowledge about the linguistic devices we find in advertisements in order to help us make more informed purchasing decisions?

As you learn how to address these questions, you will simultaneously learn more about every level of linguistic structure: sounds, words, phrases and sentences. That is, not only will we use linguistics as a lens through which to study advertising, but also we will use advertising as a lens through which to study language, helping us to understand language in a deeper and richer way.

By the end of the term, you will be able to analyze the language in an advertisement, identify particular linguistic structures used in that ad, and confidently explain the intended effect of those linguistic structures. You will also have developed a deeper understanding of and appreciation for the richness of human language.

Broader Learning Outcomes:

Of course, some of what you can expect to learn in this course has to do with the framing questions given on the previous page: that is, you will learn about language and language processing, about advertising, and about the interface between the two.

In addition, though, this course has some broader learning goals: fundamental skills that you can apply to any future endeavor—academic or otherwise.

- Identifying and evaluating evidence to support a claim
- Identifying an argument's underlying assumptions
- Reading and evaluating original research
- Advocating multiple points of view
- Giving and receiving feedback constructively
- Thinking about your own learning and strategizing to become a more effective learner

You will be able to work on these skills through analyzing the advertisements that we consider in class as well as some that you locate on your own, through working with your peers in class activities and peer editing, and through opportunities you will have to evaluate and reflect on your own work.

Finally, this course is designed to fulfill the Writing and Communication GE - Level Two. Here's how the university outlines the goals and learning outcomes for that requirement.

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

In order to meet the GE outcomes, you will have the opportunity to practice analysis, discussion, and oral expression in every class session. We will also have frequent writing workshops in which we will spend time working on particular component of the writing process. You will then practice what you have learned in several short writing assignments. As the semester progresses, you will continue to develop comfort with conventions for academic writing as you continue to develop your own voice as a writer.

Accommodation of Special Needs

Any student who requires accommodation for a disability should contact me privately (and as soon as possible) to discuss specific needs. I am very willing to help make this class accessible for you. If you have not already done so, please also contact the Office for Disability Services (150 Pomerene Hall, 1760 Neil Avenue; <http://www.ods.ohio-state.edu/> telephone (614) 292-3307; TDD (614) 292-0901). I will rely on their guidance in order to appropriately accommodate your needs.

Grading Policies:

1. Grading Philosophy

Grading should reward you for what you know and what you are able to do rather than penalize you for what you do not know. Your grade should be a reflection of what you have learned in the course, of your ability to demonstrate this knowledge in a variety of formats, and of your contribution to the quality of the learning environment in the classroom.

2. Grading Scale

Numerical grades will be converted into letter grades according to the following scale. However, I reserve the right to round grades up or down to the nearest whole number based on improvement and effort shown over the course of the term.

93 – 100: A	87 – 89.9: B+	77 – 79.9: C+	67 – 69.9: D+
90 – 92.9: A-	83 – 86.9: B	73 – 76.9: C	60 – 66.9: D
	80 – 82.9: B-	70 – 72.9: C-	Below 60: E

3. Calculation of Grades:

Grades will be calculated such that each assignment or set of assignments is weighted as follows.

Assignment	Percentage of Grade
1. Class Participation	10 %
2. Writing Workshops & Self Assessments	10 %
3. Annotated Bibliography	15 %
4. Advertisement Show & Tell	5 %
5. Projects	
Brand name analysis	10 %
Rhetorical devices	15 %
Voice	15 %
Advertisement analysis	20 %

Course Requirements:

1. Class Participation

(10%)

The best way to learn is to engage yourself in class! In this class we will have many discussions, and you can participate by asking questions, answering others' questions, and sharing relevant insights. In addition, there will be in-class activities that provide the opportunity to work through material with your classmates. Please note that it is impossible to participate in class when you are not present; therefore, **your regular attendance is strongly encouraged!** Class participation will be graded according to the rubric that was distributed on the first day of class, which you can also find on Carmen.

2. Writing Workshops & Writing Self-Assessment Activities

(10%)

Throughout the semester, we will frequently have writing workshops that address particular aspects of writing. Typically there will be an in-class activity and/or a homework assignment that accompanies the workshop and asks you to apply knowledge gained from the workshop. Additionally throughout the semester I will ask you to assess your own work as a writer: how you think your writing is developing, what you are working on, and what you want to continue to work on. Taken together, these two types of activities should help you to think about your development as a writer somewhat independently from the rest of the course content.

3. Annotated Bibliography (15%)

An annotated bibliography is a bibliography that includes not only citations for works you have consulted but also a brief description and evaluation of those works. Annotated bibliographies are fantastic references, because they allow you to quickly remind yourself not only of what an article was about, but also of what you thought of the article: was it interesting, useful, relevant? During the semester, we will be reading a number of research articles that have been published in professional journals in fields like linguistics, marketing, psychology, and other related fields. For each article you read for the class, you will add an entry to your annotated bibliography. Bibliographic entries will be due before the class for which a reading has been assigned. We will write the first entry together as a class in order to give you a model for how to construct each entry, and I will give you a handout with more details at that time.

4. Advertisement Example Show & Tell (*Choose 5 from 7-8 assignments*) (5%)

For these assignments, you will find an advertisement that exemplifies a particular linguistic topic. These Show and Tells will let us see examples of how the linguistic strategies we're studying are being employed in the advertising we see around us every day. You will post each example with a short informal explanation on Carmen. Then, in class, we will share the ads we've found. Although only some students will present each time, all students should be ready to tell us about the ads they found. I will distribute an assignment sheet with more specific instructions once we get started on those assignments.

5. Projects (*4 assignments of varying scope*) (60%)

There will be four writing projects during the semester. The first three will focus on particular aspects of language that we discuss in class. These are properties of brand names, various rhetorical devices that are used in ads, and properties of voice used in spoken advertising. Then, for your final project, you will find and analyze an advertisement or set of related advertisements and discuss the linguistic strategies utilized by the advertisers and the effect of those strategies. This assignment will allow you to synthesize your knowledge of many of the topics covered throughout the course in one piece of writing.

Each writing project will be broken down into stages (e.g. topic proposal, outline, rough draft, and so on) with particular stages chosen to match the complexity and nature of that project. In each case, completion of various stages will contribute to the overall grade for that project. The writing itself will be assessed according to a rubric containing stylistic and content-based criteria.

Of particular note, for the project about voice in advertising, we will be collaborating with the See Your Speech project, which represents ongoing research in OSU's linguistics department. The researchers are interested in questions about how students at OSU speak, and they have designed an opportunity that will allow you to study your own speech and that of your classmates relative to some of the questions that we discuss in this class. Thus, for this project, we will not only be writing about speech for advertising, but we will be generating our own data! You can find out more about how it works at www.ling.ohio-state.edu/ohiospeaks/.

Tentative Project Due Dates

Each project will have a number of due dates associated with it, since each will include multiple stages. However, due dates for each complete piece of writing are likely to be as follows. **Dates for the first three assignments may shift slightly in order to accommodate class needs.** The due date for the final paper is the university's mandated final exam time for this class.

Brand Names – February 4th
Voice – March 31st

Rhetorical Devices – March 8th
Advertisement Analysis – April 28th

Course Policies:

1. Preparedness (a.k.a. Common Sense)

The following points are hopefully common sense, but I want to make sure to make them explicit all the same.

- Come to class prepared: have something to write with and on. Bring the text every day.
- Make sure your work is legible. (Avoid using hot pink ink, e.g.)
- Keep your syllabus and all handouts throughout the term. Refer to the syllabus and the Carmen newsfeed regularly to make sure that you are up-to-date with assignments.
- Keep all graded work until after you receive your official course grade.

2. Common Courtesy

On par with common sense is common courtesy. The following guidelines should help make class more pleasant for all of us.

- If you have a cell phone or a pager, please make sure that it never rings during class.
- Refrain from engaging in side conversations during class.
- Plan to come to class on time, and stay for the entire class. Please do not pack up early. If you need to arrive late or leave early, please sit near the door, and be discreet.
- If you schedule an appointment with me, please show up when you say you will.
- If you have a question about a grade, please approach me courteously outside of class so that I have time to consider your concerns.
- During class discussions, listen respectfully to the contributions of your peers. It is perfectly reasonable that we may sometimes disagree with one another. At such times, work to understand others' perspectives, and be mindful that you focus your disagreement on ideas rather than on people.

3. Attendance

Please consider regular attendance a prerequisite for passing this class! Not only is your participation an important component of the course, but also I will not teach directly from the book, so if you miss a class session, you will miss important information. Note that on many days we will have in-class activities and writing workshops that cannot be made up. That said, there is no component of your grade that results directly from attendance. (That is, there is no minimum attendance requirement.) My general attitude toward attendance is that you are an adult, and you know when you need to be in class and when it is more important for you to be somewhere else. If you do happen to miss a class session, here's what to do.

- Turn in assignments ahead of time in the Carmen drop-box to receive full credit.
- Contact a classmate to copy and discuss any notes from class lectures and discussions.
- Check Carmen to get copies of handouts or homework.
- Contact me by email or come see me in office hours **AFTER** reviewing any reading, handouts, and lecture notes to address any remaining questions about material you have missed.

4. Lateness and Make-up policy

Assignments must be turned in on time in order to receive full credit. In general missed classwork cannot be made up. Written assignments that are turned in on Carmen within one week of the due date will receive a 20% deduction; after this they will no longer be accepted. Of course in the case of certain extenuating circumstances (for example, hospitalization) accommodations can be made. In the event that something comes up that will cause you to submit work late, please contact me as soon as possible.

5. Academic Conduct

Violating the University's code of student conduct is a serious issue. University guidelines specify that a violation is "any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples include copying, plagiarism, falsifying data (making up information), and violating the code of student conduct. The most common form of misconduct is plagiarism: remember that any time you use the ideas or materials of others, you must acknowledge that you have done so. This includes material from the internet, from books, journals, or magazines, or from your roommate or parent. If you are uncertain about whether an action is permissible, consult with me **first** rather than risk later consequences.

In the event that misconduct or dishonesty is suspected, it will be handled according to the guidelines issued by the University's Committee on Academic Misconduct. Instructors are required to report evidence of possible academic misconduct; we are not allowed to decide whether it actually has taken place, nor may we take steps to resolve a situation outside of the standardized university procedure.

Communicating with me

Keep me up to date about how you are doing. My job is to help you learn, so you should always ask when you are having trouble and let me know what I can do to help. I won't be able to help you unless you ask, but I am always willing to answer questions about material or assignments, to give you feedback on your work, or to help you develop strategies to learn more effectively.

The best way to reach me is by email. I check my email frequently and will always aim to get back to you within 24 hours during week days. Please note that I do not check my email on Friday evenings or Saturdays, so plan accordingly.

Self-Care

A recent American College Health Survey found that such concerns as stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use are among the top ten health impediments to academic performance. You should know that you do not have to face these concerns alone. Students who experience personal problems or situational crises are encouraged to contact the OSU Counseling and Consultation Services for assistance, support, and advocacy: (614)292-5766, <http://www.ccs.ohio-state.edu>. These services are free and confidential.

I also recommend that all students familiarize themselves with the services provided by OSU's Student Advocacy Center, <http://advocacy.osu.edu/academic/>. This office can provide guidance and support for academic, financial, health, and other personal concerns or obstacles that may arise while you are a student.