

This is the instructions of the paper.

Please note: You may use the same advertisement and the same writing from your discussion if you like! You may also change the information if you prefer.

Topic:

Many of the discussions for our class explore issues surrounding consumption and advertising. One common thread in the readings is how advertisers use rhetoric and our fears/desires to manipulate us into buying their products.

Write a **1000+ word essay** in which you select ONE successfully advertised consumer product or idea. Your goal is to uncover the subtext of the advertisement — all of the messages around the signs and the use of rhetoric. Remember that this is a critical essay; you need to analyze the forces behind the sale of your product rather than writing a series of personal anecdotes. Also, consider how your product is marketed to the masses, including the target audience (gender, race, age) and consumer manipulation.

Please note: The word count does not include your Works Cited, heading, headers, etc. Please add your word count at the end of the paper. Likewise, Carroll and/or Cohn must be strongly integrated into your paper.

Your purpose is to answer the question: **How do advertisers use their tactics (rhetoric, signs and cultural myths) to convince consumers to buy the product or idea?**

Respond to these prompts in your essay:

1. What are the ways in which Ethos, Pathos and Logos are used in the advertisement? You must show examples of at least 2 rhetorical approaches used by the advertiser. Be very specific with your examples and your analysis. You must have cited evidence (quoted or paraphrased) to support all arguments.
2. Which **signs** in the advertisement show the target demographic (gender, race, age) and how can you tell? What messages do these signs send to the intended audience of the ad? Signs can be characters, words, objects, images, forms of behavior, music, setting/sets, special effects, lighting—any detail from the ad that takes on meaning based on the context (i.e.—the system) the signs are in. Be very specific with your examples and your

analysis. You must have cited evidence (quoted or paraphrased) to support all arguments.

3. What **cultural myths** come across in the ad, and how do advertisers use these to convince consumers to buy the product? Cultural myths are any mainstream social ideas, values, or ideals. You can figure out the cultural myth(s) by looking at all the signs in the ad—what idea is being used to sell you this product? Keep in mind that cultural myths in ads often prey on our fears and desires. Ask yourself what specific **fears or desires** (or both) the ad is speaking to in order to get you to buy the product or idea. Be very specific with your examples and your analysis. You must have cited evidence (quoted or paraphrased) to support all arguments.

Requirements:

- Your essay must be at least 1000 words of essay text, not including headers, headings, Works Cited, etc.
- Your assignment must be 12 pt. font, Times New Roman, properly paragraphed and double spaced. Please follow all MLA rules for structure and format.
- You are required to use either the Carroll text and/or the Cohn text in your essay. The number of quotes you choose is up to you, but I will definitely have a strong presence in your paper from at least one of these authors.
- You must also use evidence from your advertisement. How much you use will be up to you, but you must show evidence for each claim.
- You are required to have a Works Cited page. On there, you will have Carroll and/or Cohn, and your advertisement. You must also include anything else you have independently chosen to use (i.e. Aristotle's rhetoric or any other reading from or outside our class). Double check your MLA citations both on the Works Cited page and in your essay. See the Purdue Owl websites for MLA explanations and examples.
- Your audience: assume that the reader is intelligent, but that they may know nothing about the topic you're addressing. Share information accordingly.
- Your tone should be professional, unbiased, and polished. Any shared sources should be credible.
- You must include a thesis. Your thesis must be an argument, based on research. Make sure you have a clear, direct thesis statement that is guiding the rest of the paragraphs. Your **thesis statement** should be an arguable claim you make that answers the following question: **How do advertisers use their tactics (rhetoric, signs and cultural myths) to convince consumers to buy the product or idea?**

- Make sure your body paragraphs are properly developed (1. topic sentence, 2. quotes/evidence, 3. analysis, 4. relate back to your thesis).
- While there is no paragraph count requirement, you must paragraph the paper effectively and correctly, and follow a “5 paragraph model,” although you will likely have more than 5 paragraphs. Start with an introduction, share your argumentative body paragraphs, and end with a conclusion.
- Your essay must demonstrate good writing skills, including control of sentence structure, minimal subject-verb and noun-pronoun agreement errors, consistent point of view, proper punctuation, and correct spelling.
- Your writing must be yours. Do not use any AI generated language or anything else that may reflect academic dishonesty.
- Dig deep and have fun with this. Don't write arguments that are superficial, obvious or typical. Push yourself to look for the more nuanced arguments!

Rubric

Essay 1 Rubric (1)

Criteria	Ratings					P t s
<p>This criterion is linked to a Learning Outcome</p> <p>Thesis</p> <p>Writer's thesis is lucid, focused, and goes beyond common knowledge to explore an idea/issue/theory that is complex and interesting to readers. The thesis gives the essay a clear and meaningful purpose, which is clarified early on and develops throughout the essay.</p>	2 0 p t s	1 6 p t s	1 4 p t s	1 2 p t s	1 0 p p t s	2 0 p t s
	S o p h i s t i c a t	P o r f i c i n t	E m r i n g	B e g i n g	N o t Y e t	

	e	d					
<p>This criterion is linked to a Learning Outcome</p> <p>Selection & Integration of Evidence</p> <p>Writer selects powerful, relevant evidence from sources, such as summary, quotation, or paraphrase, and uses them to support his or her own ideas or questions. Writer summarizes ideas/concepts from sources to offer context for readers not familiar with the sources. Writer demonstrates effective use of signal phrases and end citations with each quotation, paraphrase, or summary of sources.</p>	2	0	6	1	4	2	20 pts
<p>This criterion is linked to a Learning Outcome</p> <p>Analysis & Critical Thinking</p> <p>Writer explores central idea through thoughtful analysis and reflection. Analysis might include one or more of the following: exploring a significant tension, considering multiple perspectives, considering implications and/or assumptions in a text or idea, applying a text or theory as a lens, and/or asking questions that help the writer understand his or her topic more fully. Writer uses evidence to set up his/her own ideas/claims/questions and maintains a conversation with the sources, instead of just</p>	2	0	6	1	4	2	20 pts

<p>dropping quotes, facts, or expert opinions without commentary or analysis. Writer demonstrates willingness to consider and engage alternate viewpoints (if appropriate).</p>	t	e	d				
<p>This criterion is linked to a Learning Outcome</p> <p>Organization & Progression</p> <p>Writer's introduction effectively leads readers into the complex claim or question the paper will examine. Writer's organization moves back and forth between evidence and claims that connect to each other and to the main claim or question guiding the paper. Clear transitions connect paragraphs and sentences. Writer's conclusion culminates the discussion appropriately by pursuing implications or answers to "so what?" The ending avoids unnecessary repetition and/or summary of the paper, and leaves the reader still thinking.</p>	2	1	1	1	1		20pts
<p>This criterion is linked to a Learning Outcome</p> <p>Expression & Conventions</p> <p>Writer's essay shows strong command of the conventions of Standard Written English. Care is shown with spelling, sentences, and punctuation (evidence of editing and proofreading). Writer edits and crafts for clarity, coherence, and/or emphasis. Writer shows an awareness of audience and establishes a tone that is consistent with the writing's rhetorical context and purpose. Writer shows care in formatting,</p>	2	1	1	1	1		20pts

including in-text citations and other requirements of the specified documentation style (e.g., works cited page).	a	n		n							
Total Points: 100											

This is the instructions of the Discussion assignment

Our next discussion is a chance to practice a key scholarly writing move: The “Citation Sandwich.” This three-part move is a way to fully integrate a source into your own writing, giving full context to direct quotes and explaining those quotes to your readers with analysis. For details on this concept, check out the “Citation Sandwich” handout on Canvas.

For the response, you’ll want to think about individuality and gain insight into how our cultural identities form our experiences, values, beliefs, attitudes, and behaviors, and how they help us better understand the diversity and connections within society.

This sense of identity is explored by countless writers, including those for our class. In her collection of writing, “Brown Album: Essays on Exile and Identity,” author Porochista Khakpour relates her relationship with a two-pronged identity as she shares, “I had tactics as a child: I hid inside the American costumes I wore – punk, cowgirl, starlet – and took on Persian only when I had to” (4). She continues, “Once in a while a baffled peer would ask: ‘But what’s Persian? Aren’t you from Iran? I’d spin the wheel in my brain and let the arrow land on the many somethings, anythings, I had cobbled...” (4).

We now have the opportunity to explore our own identities and see the ways in which we have shaped and reshaped them, as they have us. **This is a very personal response. Please only share what you are comfortable doing so. Remember that these will be read and replied to by your peers.**

We will focus on the following:

The **primary dimensions** of age, race, gender, ethnicity, (dis)abilities, sexual identity, childhood economic class and childhood religion, serve as core elements that shape our basic self-image and our fundamental view. They help form our core expectations of others in our personal and professional life.

The **secondary dimensions** of culture including education, income/economic status, religious beliefs (current), relationship/parental status, geographic location, and work background serve as independent influences on our self-esteem and self-definition. This influence varies with who we are, our stage of life, and changes we have experienced.

Instructions:

1. **Initial Reply:** (200-word minimum)

By Wednesday at 11:59 PM, post your initial response by clicking the reply button below.

- **In 200 words or more, please respond to the following:**

1) Choose 3 different dimensions that serve to shape part of your self-image. Please choose at least 1 from the “primary dimensions” and 1 from the “secondary dimensions” listed above. Your third choice can be from either category. Your choices could be those with which you have built confident relationships, or those that you are still trying to comfortably unfold.

2) Next, explain your relationship with those dimensions and why they are significant. These stories will be told with a personal and subjective voice. Remember to please only share what you comfortable doing so.

3) Finally, choose at least one quote from “Brown Album” that helps highlight one or more of your experiences. You may use the quotes above if you wish, or you may choose your own. There are many excellent quotes from which you may choose.

Begin your source integration by introducing the Khakpour writing for your readers. Like we’ve done previously, assume that your reader has not read the article/s. Give your readers the key info about the text, such as the full name of the writer, the title, and a short overall summary of the text in your own words.

4) Then, explain what you think the quote means and how you think it reflects the argument you are making about identity and/or self.

5) Lastly, please provide your word count at the end.