

## **AP Language & Composition Quarter 1: Week 1/Advertising Analysis Unit**

In the Advertising Analysis Unit you will begin to develop your understanding of how arguments work by looking at media messages, specifically advertisements. You'll learn about techniques that advertisers use to craft messages, and you'll learn to think critically about the advertisements you see in print, online, and on TV. We're starting our year with this unit for several reasons:

- Advertising is something we all have in common. No matter where we come from, no matter our gender, race, ethnicity, home language, religion, etc., if we are living in the United States in the 21st century, we are surrounded by media messages, specifically advertisements.
- An ability to examine media messages critically and analytically will be beneficial to you no matter what you go on to study in college or what career you choose.
- Advertisements are easily accessible and provide an excellent opportunity to introduce analysis--a process in which we break something down into its parts in order to see how it works.

Our unit will be based on five core concepts from the Center for Media Literacy:

1. All media messages are 'constructed.' That is, someone made the piece of media for a particular purpose with an audience in mind. Media messages, especially advertisements, don't just happen.
2. Media messages are constructed using a creative language with its own rules. It's important to understand the techniques and standards used by producers of media messages, and advertising has its own set of rules.
3. Different people experience the same media message differently. Remember that you are not the only audience for a media message or advertisement.
4. Media have embedded values and points of view. On the surface, all advertisements are promoting a product, but the way in which they promote that product can communicate messages about all sorts of other things, like gender, race, class, families, etc.
5. Most media messages are constructed to gain profit and/or power. This is clear with advertisements, which are designed to sell products

We will build on these concepts throughout the unit, as we examine the role of advertising in our culture and advertisements' messages about such ideas as masculinity, beauty, race, religion, and immigration. Your engagement in the unit will involve the following:

### **Reading Responses**

You will write 10 reading responses in your reader's/writer's notebook. Some will involve articles and blog posts we have selected; others will involve observations of media messages in your environment.

### **Weekly Essays and Blog Posts**

We will continue our weekly essays during this unit. Some of these essays will include an in-class AP practice exam. The rest you will write as blog posts so that your peers may view and respond. Most of your blog posts will involve analysis of an individual ad.

### **Online Forum Discussions**

Once during the unit, you will be responsible for starting a forum discussion on Ning about an ad you find interesting. You will post an image or video of the ad and ask a question about it to spark discussion among your peers. Several forum discussions will be started each week. You are responsible for responding to at least one per week.

### **Shared Inquiry Discussions**

We will have several shared inquiry discussions during class about the readings we do, videos we watch and ads we view. You will be writing self-evaluations for each discussion.

### **Final Essay**

The final paper for this unit will involve analysis, comparison, and contrast of multiple media messages around a particular topic.

First Week of School

<p>August. 26 Name tag Activity Community Building Activity Handout syllabus</p>	<p>Aug. 27 <b>Syllabus</b> <b>Reading Response #1 Due</b> Go over syllabus Hand out <i>What's the Big Idea?</i> chapter and go over annotating</p>	<p>Aug. 28 Small Groups edit rubric for course</p>	<p>Aug. 29 <b>Reading Response #2 Due- Intro ch. <i>What's the Big Idea?</i></b> Shared Inquiry Discussion</p>	<p>Aug. 30 <b>Weekly Essay #1 Due</b> Hand out "I Just Wanna Be Average" by Mike Rose</p>
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Advertising Analysis Unit Calendar

<p>Sep. 2 No School Labor Day</p>	<p>Sep. 3 <b>Rose Reading Response #3 Due</b> Shared Inquiry Discussion  Play Rose "On Being" podcast <i>Discuss: exigence &amp; rhetorical situation</i> (vocabulary)</p>	<p>Sep. 4 Small Group Preview of Ad Analysis  Warm-up: look around the room--what ads can you see? Sut Jhally's <i>Advertising and the End of the World</i></p>	<p>Sep. 5 <b><u>PICTURE DAY</u></b>  <b>Reading Response # 4 Due</b></p>	<p>Sep. 6 <b>Weekly Essay #2 Due</b>  Watch more of <i>Advertising and the End of the World</i></p>
<p>Sep. 9 <b>Reading Response #5 due</b>  Shared Inquiry discussion on Sut Jhally's <i>Advertising and the End of the World</i></p>	<p>Sep. 10 <b>Weekly Essay #3</b> In-class practice AP exam essay</p>	<p>Sep. 11 <b>Reading Response #6 due</b> small group sharing of ads Read "Language of Persuasion" in class  Show examples of the language of persuasion  Find examples in ads brought to class</p>	<p>Sep. 12 Introduce "Ad Analysis Process" handout  View/discuss ad examples of masculinity/beauty  Small groups each work through one ad with handout</p>	<p>Sep. 13 Small group presentations</p>
<p>Sep. 16 <b>Reading Response #7</b> Shared Inquiry Discussion</p>	<p>Sep. 17 Masculinity Lesson One <i>Tough Guise</i></p>	<p>Sep. 18 Watch <i>Killing Us Softly 3</i> in class</p>	<p>Sep. 19 Watch Dove video--look at examples of counter ads. Make counter ad assignment  <b>Reading Response #8 due</b></p>	<p>Sep. 20 <b>Weekly Essay #4</b></p>
<p>Sep. 23 <b>Reading Response #9 due</b></p>	<p>Sep. 24</p>	<p>Sep. 25</p>	<p>Sep. 26</p>	<p>Sep. 27 <b>Weekly Essay #5 due</b></p>
<p>Sep. 30</p>	<p>Oct. 1</p>	<p>Oct. 2 <b>Rough Draft Ad Analysis Due</b></p>	<p>Oct. 3</p>	<p>Oct. 4</p>
<p>Oct. 7</p>	<p>Oct. 8</p>	<p>Oct. 9</p>	<p>Oct. 10</p>	<p>Oct. 11 <b>Final Draft Ad Analysis Due</b></p>

Oct. 14 Check out <i>What Does Justice Look Like?</i>	Oct. 15	Oct. 16 NO SCHOOL Parent/Student/Teacher Conferences	Oct. 17 NO SCHOOL Education MN	Oct. 18 NO SCHOOL Education MN
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### Reading Responses and Weekly Essays

Reading responses should be done in your reader's/writer's notebook and are due by the beginning of class on their due dates. Blogs should be posted on the Ning before class on the day they are due.

### **Syllabus Reading Response #1--due Tuesday, August 27**

Carefully read and annotate the syllabus for AP English Language and Composition. **Annotation** means writing back to the text as you read and can include underlining or highlighting important parts of the text and writing questions and comments in the margins.

1. Choose a sentence or phrase from the syllabus that you find exciting, interesting or energizing. Copy it into your reader's/writer's notebook and write at least 5 lines about why you chose this sentence or phrase.
2. Choose a sentence or phrase from the syllabus that you find disturbing, unsettling or confusing. Copy it into your reader's/writer's notebook and write at least 5 lines about why you chose this sentence or phrase.
3. Write at least three questions you have after reading the syllabus.
4. Based on your understanding of the course after reading through the syllabus, reflect by articulating in writing your hopes for this class and 2-3 goals you have for this school year.

### **What's the Big Idea Reading Response #2--due Thursday, August 29**

1. Read and annotate pages 1-12 of *What's the Big Idea?* Your ultimate task will be to write about how the ideas in this chapter relate to you so your annotations should reflect that. Underline or highlight passages that resonate with you, that make you think about yourself or parts of your education or life. In the margins next to each underlined or highlighted passage, write notes about how the passage relates to you.
2. Come to class on Thursday prepared to show your annotations and participate in our first shared inquiry discussion about this reading.

### **Weekly Essay #1--due Friday, August 30**

Look at the five "minds" on p. 11 of the introduction to *What's the Big Idea*. In a 1-2 page essay write about which "mind" you think is most developed in yourself and which you think is least developed and why. Give specific examples from your own experience that lead you to your answer. Organize your writing into paragraphs and type your essay.

The purpose of this writing is

- to allow you to reflect on your strengths and weaknesses as a thinker and a learner;
- to give me an early sample of your essay-writing;
- to give you a first experience of being evaluated on your writing.

This is **not** a major essay, but I will be evaluating you using the rubric below.

### **Rose Reading Response #3--due Tuesday, September 3**

1. Read "I Just Wanna Be Average" by Mike Rose
2. Use evidence from the text (passages and quotes) to explain how Mike Rose's experiences in formal education are different and similar to your own.
3. Describe what "I Just Wanna Be Average" means in Mike Rose's essay? Make sure you use evidence from the text to support your description.

### **Reading Response #4--due Thursday, September 5**

1. Read Chapter 1 of *Everything's an Argument*.
2. Write about your response to the central idea of the chapter/book. Do you agree that everything is an argument? Why or why not?
3. Apply the ideas in chapter 1 to the Mike Rose essay you read last week. What do you think are the purpose, occasion and kind of Rose's argument? Explain your answers.

## Weekly Essay #2--due Friday, September 6

1. In a 1-2 page essay, craft a personal response to the following prompt: Like Mike Rose, have you been labeled in school? Are there parts of your identity--your gender, race, ethnicity, religion, home language, etc.--that have affected how you learn or how you have been treated in school?
2. Be sure to follow the weekly essay format and protocol for this assignment (same as last week's).

## Reading Response #5--due Monday, September 9

1. From now until class tomorrow, notice product promotions as you go about your day and night. Look for them when you're online, watching tv, listening to the radio, walking down the street. Keep a log of your views of product promotions--what do you see and where do you see it? Remember, research says we see 3600 per day so your list should have at least 10.
2. Also, read and annotate **Excerpt from "The Interpretation of Advertisements" chapter of ADText.**

## Weekly Essay #3 Tuesday, September 10 In-class practice AP essay exam

## Reading Response #6--due Wednesday, September 11

1. Read and annotate Chapter 14 in *Everything's an Argument*.
2. Find a magazine advertisement that has both verbal and visual elements (text and pictures).
3. Analyze the ad's visual argument by answering the questions on pages 446-451. Write answers to the questions in your readers/writers notebook.
4. Make sure to bring your ad to class tomorrow.

## Reading Response #7--due Monday, September 16

1. Read and annotate "Advertising and the Construction of Violent Masculinity." Use the parallel text that Ms. Matera wrote to assist you in fully understanding the text.
2. Apply what you learned about arguments in Chapter 1 of *Everything's an Argument* to Katz's argument. What is the type, occasion and purpose of his argument?
3. What is Katz's claim in "Advertising and the Construction of Violent Masculinity"? Write it in your own words.
4. What part of the article gives what you think is the most compelling support for Katz's claim? Why do you find it compelling?
5. Does Katz present an effective argument? Do you agree with him? Why or why not?

## Reading Response #8--due Thursday, September 19

1. Read "Uncle Ben, Board Chairman"
2. Write answers to questions 1-3 at the end of the article.

## Weekly Essay #4--due Friday, September 20

Choose a print or online ad and analyze it using the questions on the "Ad Analysis Process" sheet. You need to go beyond just listing answers to the questions and organize your essay into paragraphs. Cut and paste your essay into a blog post on the Ning. When you have finished your blog post, read and comment on the blog posts of your assigned partners.

## Reading Response #9--due Monday, September 23

1. Read "Why Ads for Blacks Backfire," "The Color of My Skin (and Yours)," "Sex, Race and Advertising," "All These Ads are Full of Puerto Ricans."
2. Choose two quotations from the articles that you find interesting, surprising, disturbing or that you agree or disagree with. Copy them in your notebook and write about why you chose them.

## Weekly Essay #5--due Friday, September 27

Choose an ad that you think invites discussion of racial stereotypes, skin color, religion or immigration. Use the "Ad Analysis Process" to analyze the ad and write about your analysis in a blog post on the Ning.