

**Department of Linguistics, Languages & Cultures**  
University of Calgary  
Term/Year: Fall 2013

**LING 223 Language and Advertising**

<b>Instructor:</b>	<b>Julie Sedivy</b>	<b>Lecture Location:</b>	<b>A 140</b>
<b>Phone:</b>	220-5469	<b>Lecture Days/Time:</b>	<b>TR 3:30-4:45 pm</b>
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<b>Office:</b>	SS 810	<b>TA office hours:</b>	TBA
<b>Office Hours:</b>	T 12:30-1:30 TR 5:00-6:00	<b>TA office location:</b>	SS 815 220-6122

**Course description and goals:** This course is intended to equip students with select tools of linguistic analysis, with the goal of applying them to persuasive messaging in order to better understand the nature of these messages and their psychological impact. By the end of the class, you should:

1. Be familiar with various concepts that are especially pertinent for the analysis of persuasive messages, taken from the sub-disciplines of psycholinguistics, sociolinguistics, semantics and pragmatics. *Note: this class is not intended as a substitute for an introductory linguistics course, but as a sampling of linguistic phenomena that are especially prominent in advertising messages.*
2. Be able to identify a variety of linguistic devices as they are used in real advertising messages, and be able to discuss the effects they are likely to have.
3. Be able to manipulate various linguistic devices in creating persuasive messages, with a recognition of their likely effects.
4. Be able to provide an analysis of advertising messages by drawing on the course materials to generate novel insights, and be able to address the broader societal and ethical implications of advertising techniques.

**Required texts:**

Sedivy, J. & Carlson, G. *Sold on Language: How Advertisers Talk to You and What This Says About You*. Wiley-Blackwell, 2011.

Additional articles and readings will be posted on Blackboard. ***Please check BB regularly; at times I will post links to shorter required readings that may not be listed under the class schedule below.***

**Use of electronic devices:**

This course requires the full participation and active presence of all class members in lectures and discussion. In order to create an environment that fosters curiosity, engagement and deep thinking, **no electronic devices (including laptops) will be allowed** in class. **This is a strict policy.** To minimize the burden on note-taking in class, lecture slides will be posted on Blackboard.

## Course requirements and evaluation:

**1. Weekly assignments: 30% of total mark (3% each assignment).** The purpose of these assignments is to have you engage with the course material by making targeted observations of real-world advertising, or finding examples of advertising that illustrate concepts we discuss in class. A typical assignment might require you to submit an example of an ad, along with a one- or two-paragraph commentary. These assignments are not meant to be lengthy or time-consuming, but should get you making connections between course content and actual advertising in the wild. Assignments will be marked on a coarse scale of 0-3 points each. Assignments will be due on Tuesdays **on paper in class**, and **no late assignments will be accepted** without a medical note or documented family emergency.

**2. Bi-weekly mini-quizzes: 20% of total mark (4% each).** Mini-quizzes will be administered at the beginning of class every second Thursday. **If you miss a mini-quiz, you will not be allowed to take a replacement quiz.** If you missed class due to a documented illness or a family emergency, your remaining mini-quizzes will be re-weighted to add up to a total of 20% of your mark, upon receipt of documentation.

**3. Three short essays: 30% of total mark (10% each).** You will turn in a total of three short essays of no less than 500 and no more than 1000 words. In these essays, you are expected to demonstrate an understanding of some key concepts in the course, use these concepts to make new observations, and be able to communicate your ideas in a way that would be understandable to someone who has not taken this class. Essays are to be turned in **on paper and in class**. More detailed guidelines and suggestions for topics will be posted on Blackboard.

**4. Group project: 20% of total mark.** You will work in groups of 3-5 to prepare a final project in the topic of your choosing. The topics and formats are very flexible, and you're encouraged to be highly creative and put your particular talents and expertise to good use. However, ***your project must demonstrate mastery of some key aspects of the course—the project is not acceptable if it is something that you could have done without learning the contents of this course.*** More detailed guidelines and suggestions will be posted on Blackboard. Projects may be turned in as hard copies, electronic submissions, or as pre-scheduled oral presentations, depending on the nature of the project.

### Evaluation Summary:

10 weekly assignments: 30%  
5 bi-weekly mini-quizzes: 20%  
3 short essays: 30%  
Group project: 20%

### Grading Scale:

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

**Class Schedule (Subject to Modifications):**

<b>Date</b>	<b>Topics</b>	<b>Readings and Assignments</b>
Sept. 10-12	Introduction: Persuasion and choice	<i>Sold on Language</i> , ch. 1 Excerpts from <i>Propaganda</i> by Edward Bernays
Sept. 17-19	The unconscious consumer	<i>Sold on Language</i> , ch. 2  Laran et al., 2011. The curious case of behavioral backlash. <b>Assignment 1 due Sept. 17</b>
Sept. 24-26	What's in a brand name? Sounds and associations	Shrum & Lowrey, 2007. <i>The implications of phonetic symbolism for brand name construction</i>  Berger & Fitzsimons, 2008. <i>Dogs on the street, pumas on your feet</i> <b>Assignment 2 due Sept. 24</b> <b>Essay 1 due Sept. 26</b>
Oct. 1-3	The battle for attention: incongruity, ambiguity and information packaging	<i>Sold on Language</i> , ch. 3  <b>Assignment 3 due Oct. 1</b> <b>Mini-Quiz 1 Oct. 3</b>
Oct. 8-10	Presuppositions: the language of consensus	<i>Sold on Language</i> , ch. 4 <b>Assignment 4 due Oct. 8</b>
Oct. 15-17	Implications: Do-it-yourself meanings	<i>Sold on Language</i> , ch. 5  <b>Assignment 5 due Oct. 15</b> <b>Mini-Quiz 2 Oct. 17</b>
Oct. 22-24	Implications and their effects.	McQuarrie & Phillips, 2005. <i>Indirect persuasion in advertising: How consumers process metaphors.</i>  Zhang & Schwartz, 2011. <i>How and why one year differs from 365 days</i> <b>Assignment 6 due Oct. 22</b> <b>Essay 2 due Oct. 24</b>
Oct. 29-31	Implications, presuppositions and truth	Preston, 1994. <i>Deceptive implications.</i> <b>Assignment 7 due Oct. 29</b> <b>Mini-Quiz 3 Oct 31</b>
Nov. 5-7	<b>Doing</b> things with words: speech acts and fictional worlds	<i>Sold on Language</i> , ch. 6.  <b>Assignment 8 due Nov. 5</b>
Nov. 12	Reading Days	No Classes
Nov. 14	Language variation and social identity	<i>Sold on Language</i> , ch. 7 <b>Assignment 9 due Nov. 14</b> <b>Mini-Quiz 4 Nov. 14</b>
Nov. 19-21	Language variation and power	Gladwell, 2008. <i>The ethnic theory of plane crashes.</i> <b>Assignment 10 due Nov. 19</b> <b>Essay 3 due Nov. 21</b>
Nov. 26-28	The language of politics	<i>Sold on Language</i> , ch. 8 <b>Mini-Quiz 5 Nov. 28</b>
Dec. 3-5	Special Topic: TBA	No readings <b>Group Projects due December 13 at 5:00 pm</b>

## **GENERAL COURSE/UNIVERSITY INFORMATION FOR ALL STUDENTS**

### **LINGUISTICS STUDENT ADVISING**

For any questions regarding the undergraduate or graduate program in linguistics, the organization of your program, or the selection of courses, contact the appropriate advisor as follows:

Undergraduate Advisor	Dr Robert Murray	SS 824	<a href="mailto:lingadv@ucalgary.ca">lingadv@ucalgary.ca</a>
Graduate Program Director	Dr Susanne Carroll	SS 830	<a href="mailto:linggrad@ucalgary.ca">linggrad@ucalgary.ca</a>

### **FACULTY of ARTS PROGRAM ADVISING and STUDENT INFORMATION**

The Faculty of Arts Program Information Centre (PIC) is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require. The PIC is located in the Social Sciences Building (SS 102), please contact them by phone 220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit the website <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Student Success Centre (SSC). Degree advisors assist undergraduate students in planning their overall degree programs along with providing broad educational planning, learning support, assistance with academic difficulties, academic program guidance, writing support, success seminars and peer support. The SSC is on the 3<sup>rd</sup> Floor of the Taylor Family Digital Library, you can contact them at 220-5881, by email [success@ucalgary.ca](mailto:success@ucalgary.ca), or visit their website <http://www.ucalgary.ca/ssc/>.

For registration issues, contact Enrolment Services who will also be able to help you with questions about fee payments, awards, financial aid, admissions questions, visiting and exchange students, open studies, transcripts, deferred exams. Enrolment Services are in the MacKimmie Library Block, Room 117, or you can contact them at 403-210-ROCK [7625] or visit their website <http://www.ucalgary.ca/registrar/>.

### **ACADEMIC ACCOMMODATION**

It is the student's responsibility to request academic accommodation. If you are a student with a documented disability who may require academic accommodation, and have not registered with **Student Accessibility Services** (formerly the Disability Resource Centre), please contact their office at 403-220-8237. Students who have not registered with **Student Accessibility Services** are not eligible for formal academic accommodation. **You are required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.**

### **FREEDOM OF INFORMATION AND PRIVACY ACT (FOIP)**

The Freedom of Information and Protection of Privacy Act was enacted by the Alberta Legislature on June 1, 1994. The Act is intended first of all to allow any person the right of access to the records in the custody and under the control of a public body although this right is subject to limited and specific exceptions. The Act also includes a strong right to privacy component, allowing individuals to control the manner in which a public body collects personal information, to control the use that a public body may make of the information, and to control the disclosure of that information by a public body. It also allows individuals the right of access to personal information about themselves held by a public body and the right to request corrections to that information. For more information on FOIP, visit the website <http://www.ucalgary.ca/legalservices/foip/>, or contact Jo-Anne Munn Gafuik at 403-220-3602 or by email [munnngafu@ucalgary.ca](mailto:munnngafu@ucalgary.ca)

### **PLAGIARISM AND ACADEMIC MISCONDUCT**

Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course, when, in fact, it is not.

Most commonly plagiarism exists when:

1. the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test);
2. parts of the work are taken from another source without reference to the original author,;
3. the whole work (e.g. an essay) is copied from another source; and/or
4. a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Students are often encouraged to work together in preparing homework assignments, but check with your instructor beforehand. However, unless noted otherwise in writing, students must write up their own answers for submission of the assignment. Failure to do so constitutes plagiarism.

Plagiarism is an extremely serious academic offence. Possible penalties for plagiarism include: failing the assignment, failing the course, disciplinary probation, suspension, or expulsion. Any student who voluntarily and consciously aids another student in the commission of plagiarism is also guilty of academic misconduct.

For more information on academic misconduct and related UofC regulations, consult the Student Misconduct pages in the on-line Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>.

### **EMERGENCY EVACUATION AND ASSEMBLY POINTS**

The University of Calgary is committed to creating a safe and healthy living and learning environment. The health and safety of our employees, students and the general public are the highest priority of the University of Calgary's Emergency Management Program. During times of emergency, Assembly Points have been identified across campus. These areas have been selected as they are large enough to hold a significant number of people and will provide an evacuated population access to washroom facilities and protection from the elements. Assembly points are also designed to establish a location for information updates:

- from the emergency responders to the evacuees; and
- from the evacuated population to the emergency responders.

Please familiarize yourself with the following:

Emergency Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Emergency Instructions: <http://www.ucalgary.ca/emergencyplan/node/28>

### **SAFEWALK INFORMATION**

Twenty four hours a day and seven days a week, Safewalk volunteers walk people safely to their destination on campus. This service is free and available to students, staff and campus visitors. Requesting Safewalk volunteers to walk with you is easy:

- Call 403-220-5333 (24 hours a day/seven days a week, 365 days a year)
- Use the Help Phones (they are not just for emergencies)
- Approach an on-duty Safewalker and request a walk

For more information, contact the Safewalk main office at 403-220-4750, by email [safewalk@ucalgary.ca](mailto:safewalk@ucalgary.ca) or visit their website <http://www.ucalgary.ca/security/safewalk>.

## **STUDENT REPRESENTATIVE INFORMATION**

The Students' Union and the Graduate Students' Association (GSA) in partnership with the University of Calgary offers students a key advocacy resource to assist in addressing concerns and issues they encounter at the University with the Student Ombuds Office.

Students in an undergraduate program, contact the Student's Union in the MacEwan Student Centre, MSC 251, by phone at 403-220-6551, by email [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), or visit their website <http://www.su.ucalgary.ca/>.

Students in a graduate program, contact the GSA in the MacKimmie Library Tower, MLT 214, by phone at 403-220-5997, by email [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca), or visit their website: <http://gsa.ucalgary.ca/>.

The Student Ombuds Office offers a safe place for undergraduate and graduate students of the University of Calgary to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. The office is in the Admin. Building, Room A166, or you can contact them at 220-6420, by email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca), or visit the website <http://www.ucalgary.ca/provost/students/ombuds>.

*Updated: July 24, 2013 (FP)*