

Department of Linguistics, Languages and Cultures  
University of Calgary  
Term/Year: Winter 2016

**LING 223-01 Language and Advertising**

<b>Instructor:</b>	Svitlana Winters	<b>Lecture Days/Time:</b>	TR 2:00pm –3:15pm
<b>Phone:</b>	403-220-5469	<b>Lecture Location:</b>	TBD
<b>Email:</b>	svwinters@ucalgary.ca	<b>TA:</b>	TBD
<b>Office:</b>	CHC 128	<b>TA office hours:</b>	TBD
<b>Office Hours:</b>	T 12:00pm – 1:30pm or by appointment	<b>TA office location:</b>	TBD

**Course description and goals:** This course is intended to provide students with the understanding of persuasive power of language as it is used in advertising. Students will learn to conduct linguistic analysis of persuasive messages in order to identify persuasion devices and recognise the psychological impact which they are intended to achieve. By the end of the course, students should:

1. have a sufficient understanding of concepts from psycholinguistics, pragmatics and sociolinguistics which are especially pertinent for the analysis of persuasive messages;
2. be able to identify various linguistic tools used in real advertising messages for the purposes of persuasion and be able to recognise the effects they are likely to have;
3. be able to create persuasive messages using linguistic tools of persuasion and predict their likely effects;
4. be able to conduct an in-depth analysis of advertisements by drawing on the course materials to generate novel insights;
5. be able to express their opinion on the general question of manipulating language for the sake of persuasion and its implications.

**Required textbook:**

Sedivy, J. and G. Carlson. 2011. *Sold on language: How advertisers talk to you and what this says about you*. Chichester: Wiley-Blackwell. ISBN: 978-0-470-68309-5

**Additional readings:**

Berger, J., and G. M. Fitzsimons. 2008. Dogs on the street, pumas on your feet. *Journal of Marketing Research* 45. 1–14.

- Laran, J., A. Dalton and E. B. Andrade. 2011. The curious case of behavioral backlash: Why brands produce priming effects and slogans produce reverse priming effects. *Journal of Consumer Research* 37. 999–1014.
- Lowrey, T.M. and L.J. Shrum. 2007. Sounds convey meaning: The implications of phonetic symbolism for brand name construction. In T.M. Lowrey (ed.), *Psycholinguistic phenomena in marketing communications*, 39–58. Mahwah: L. Erlbaum.
- McQuarrie, E. and B.J. Phillips. 2005. Indirect persuasion in advertising: How consumers process metaphors in pictures and words. *Journal of Advertising* 34(2). 7–20.
- Zhang, Y.C and N. Schwarz. 2011. How and why one year differs from 365 days: A conversational logic analysis of inferences from the granularity of quantitative expressions. *Journal of Consumer Research* 39(2). 248–259.

### **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. To minimize the burden on note-taking in class, lecture slides will be posted on D2L before class.

### **Bonus points:**

Students who do an assignment exceptionally well (having located striking examples of advertisements that illustrate a particular linguistic device or having made excellent observations about the use of language in advertising) may be asked for permission to share it with other students in class. No material will be made public without student permission. Bonus marks (2 points) will be awarded for assignments that are singled out for presenting in class, whether or not the student ultimately grants permission to make the material public.

### **Course requirements and evaluation:**

**1. Weekly assignments: 30% of total mark (3% each assignment).** The purpose of these assignments is to encourage students to apply the knowledge acquired in class to analyzing real-world advertising. A typical assignment might require students to submit an example of an ad illustrating a certain concept discussed in class and write a one- or two- paragraph commentary explaining how this concept works in this particular advertisement. 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.

*Bonus marks of 2 points will be awarded to a student if their assignment is chosen for presentation in class.*

**2. Biweekly mini-quizzes: 20% of total mark (4% each).** Mini-quizzes are intended to examine how well students grasped the material presented in class. A typical question in a mini-quiz may require students to find certain linguistic devices of persuasion in given slogans or to summarize the main findings presented in a certain paper in 5-7 sentences. Mini-quizzes will be administered at the beginning of class every other Thursday. **Students who miss a mini-quiz will not be allowed to take a replacement quiz.** If a class was missed due to illness or a family emergency, the remaining mini-quizzes will be re-weighted to add up to a total of 20% of the student's mark, upon receipt of documentation.

**3. Three short essays: 30% of total mark (10% each).** Students will be required to submit a total of three short essays of no less than 500 and no more than 1000 words. In these essays, students 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 their ideas in a way that would be understandable to someone who has not taken this class. Students may choose to write on any topics relevant to the course throughout the course. Essays are to be turned in **on paper and in class. No late essays will be accepted** without a medical note or documented family emergency. More detailed guidelines and suggestions for topics will be posted on D2L.

*Bonus marks of 2 points will be awarded to a student if their essay or a fragment of it is chosen for presentation in class.*

**4. Group project: 20% of total mark.** Students will be asked to work in groups of 4-5 to prepare a final project in the topic of their choosing. The topics and formats are very flexible, and students are encouraged to be highly creative and make use of their talents and expertise. However, *the project must demonstrate mastery of some key aspects of the course—the project is not acceptable if it is something that students could have done without learning the contents of this course.* All groups must prepare a 5-10 min presentation of their project in class. All the groups will be randomly divided into groups A or B. Groups A will present group projects on April 7 and groups B will present theirs on April 12. In addition to class presentation, projects must be turned in as hard copies, electronic submissions or in any other form, depending on the nature of the project. More detailed guidelines and suggestions will be posted on D2L.

#### **Evaluation Summary:**

10 weekly assignments: 30%  
5 biweekly 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>
Jan. 12-14	Introduction: Persuasion and choice	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 1</i>
Jan. 19-21	Targeting the subconsciousness of consumers	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 2 (pp. 15-37)</i>  Laran et al. 2011. The curious case of behavioral backlash: Why brands produce priming effects and slogans produce reverse priming effects.  <b><i>Assignment 1 due Jan. 19</i></b> <b><i>Mini-Quiz 1 Jan. 21</i></b>
Jan. 26-28	Strategies for naming brands and creating slogans	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 2 (pp. 37-57)</i>  Berger & Fitzsimons. 2008. Dogs on the street, pumas on your feet.  <b><i>Assignment 2 due Jan. 26</i></b>
Feb. 2-4	Strategies for naming brands and creating slogans	Lowrey & Shrum. 2007. Sounds convey meaning: The implications of phonetic symbolism for brand name construction.  <b><i>Assignment 3 due Feb. 2</i></b> <b><i>Mini-Quiz 2 Feb. 4</i></b>
Feb. 9-11	Capturing consumers' attention and its effects	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 3</i>  <b><i>Assignment 4 due Feb. 9</i></b> <b><i>Short Essay 1 due Feb. 11</i></b>
Feb. 16-18	Creating the impression of common ground	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 4</i>  <b><i>Assignment 5 due Feb. 23</i></b>

Feb. 23-25		Reading Week - no classes
March 1-3	Interpreting the intended meaning	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 5</i>  <b><i>Assignment 6 due March 1</i></b> <b><i>Mini-Quiz 3 March 3</i></b>
March 8-10	Interpreting the intended meaning	McQuarrie & Phillips. 2005. Indirect persuasion in advertising: How consumers process metaphors in pictures and words.  <b><i>Assignment 7 due March 8</i></b> <b><i>Short Essay 2 due March 10</i></b>
March 15-17	Deceptive and unfair advertising	Zhang & Schwarz. 2011. How and why one year differs from 365 days: A conversational logic analysis of inferences from the granularity of quantitative expressions.  <b><i>Assignment 8 due March 15</i></b> <b><i>Mini-Quiz 4 March 17</i></b>
March 22-24	Overcoming resistance to persuasion	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 6</i>  <b><i>Assignment 9 due March 22</i></b>
March 29-31	Audience targeting and identity marketing	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 7</i>  <b><i>Assignment 10 due March 29</i></b> <b><i>Mini-Quiz 5 March 31</i></b>
April 5	Persuasion in political campaigns	Sedivy & Carlson. 2011. Sold on language. <i>Chapter 8</i>
April 7	Presentation of group projects (groups A)	<b><i>Short Essay 3 due April 7 (groups B)</i></b>
April 12	Presentation of group projects (groups B)	<b><i>Short Essay 3 due April 12 (groups A)</i></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    CHD 425    220-8109    [lingadv@ucalgary.ca](mailto:lingadv@ucalgary.ca)  
Graduate Program Director    Dr Stephen Winters    CHD 507    220-7230    [linggrad@ucalgary.ca](mailto:linggrad@ucalgary.ca)

### **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, please contact them by phone 403-220-3580 for their current office location, 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, or you can contact them on 403-220-5881, 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 on 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 the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. **You are also 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, please visit the website

<http://www.ucalgary.ca/legalservices/foip/>, or contact

Jo-Anne Munn Gafuik at 403-220-3602 or by email [munngafu@ucalgary.ca](mailto:munngafu@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 please consult the Student Misconduct web pages in the on-line University Calendar. These can be found 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.

For students in undergraduate programs, please contact the Student's Union in the MacEwan Student Centre, Room MSC 251, on 403-220-6551, by email [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca), or visit their website <http://www.su.ucalgary.ca/>

For students in graduate programs, please contact the GSA in the MacEwan Student Centre, Room MSC 350, on 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 is in the Administration Building, Room A166, or you can contact them on 403-220-6420, by email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) or visit their website <http://www.ucalgary.ca/provost/students/ombuds>