



University of Minnesota Duluth
LING 2400: Language of Advertising
Syllabus for Spring 2017

Instructor: Daniel R. Turner, M.A.
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Office

Hours: Tuesday & Thursday 1:00pm – 02:00pm
Friday 9:00am – 10:00am ...or by appointment.

Class

Times: 11:00am – 11:50am MWF Humanities 484

Required

Texts: Sold on Language by Julie Sedivy & Greg Carlson, 2011
Don't Think of an Elephant! by George Lakoff, Ed. 2, 2014
Words That Work by Frank Luntz, Ed. 2, 2008

**Additional
Key Texts:**

Language and Conversation by Paul Grice, 1975
The Discourse of Advertising by Guy Cook, Ed. 2, 2001
Words in Ads by Greg Myers, 1994
Metaphors We Live By by George Lakoff & Mark Johnson, Ed. 2, 2003
Propaganda by Edward L Bernays, 1928
The Language of Food by Daniel Jurafsky, 2014

Course

Website: See Moodle.

Description

Our linguistic landscape has never been more saturated with advertising, branding, messaging, and media. This course will explore the links between the markets and masses through a variety of linguistic aspects. Students will scrutinize advertising in film, journalism, podcasts, comics, and interactive media for metaphor, language play, genderspeak, teenspeak, emerging trends in use, and representation of time and perspective, among other phenomena.

The learning outcomes (LO) of this course are... (1) To understand and use core concepts and terms from the course to linguistically analyze contemporary advertising; (2) To construct and apply relevant models of linguistic interpretation for non-contemporary advertising; (3) To make informed predictions about the level of success of hypothetical advertising campaigns; (4) To design an effective and strategic linguistic component for an existing advertising campaign.

Requirements and Evaluation

Learning will be assessed through **five assignments** (LO 1 2 3), **two formal presentations** (LO 1 2 3 4), **one exam**, as well as a number of **smaller reports** (1 2). Assignments will be due every other week (20pts per/28%), reports about every week (10 points per/28%), the presentations will comprise the midterm and final times (50 points per/28%) and the cumulative final exam will take place on Week 16 (50 points/14%). Please refer to the Tentative Schedule for other approximate dates.

There will be a number of times you will be required to work **off campus** to collect data for in-class analysis and for use in your assignments. Let me know if this is an issue and I will accommodate wherever possible.

Late work is not accepted unless an alternate due date is prearranged with me. Generally, I do not accept emailed work; all work will be turned in via Moodle upload or in hard copy. In extraordinary circumstances, I will allow work to be made up or substituted. Ask me if you feel this applies to your situation.

Grading Scale

93 - 100: A	80 - 82: B-	67 - 69: D+
90 - 92: A-	77 - 79: C+	60 - 66: D
87 - 89: B+	73 - 76: C	59 or less: F
83 - 86: B	70 - 72: C-	

Accessibility and Special Circumstances

It is the official policy and practice of the University of Minnesota Duluth to create inclusive learning environments for all students, including students with disabilities. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements such as time limited exams, inaccessible web content, or the use of non-captioned videos, please notify me as soon as possible. See <http://www.d.umn.edu/access> for more information. If you have a Letter of Accommodation, please make an appointment with me before Week 3.

It is my personal policy and practice to create a classroom that is inclusive, safe, and flexible. I do not want anything to get in the way of you learning linguistics. With this in mind: [1] If any health concerns, physical or otherwise, arise during the semester I highly encourage you to make them known to me so that we can minimize its impact on your academics and grades. [2] If there are any concerns about the accessibility of any material or exercise, please contact me so that we can maximize your potential learning.

Academic Integrity & Conduct

Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. UMD is committed to providing students every possible opportunity to grow in mind and spirit. This pledge can only be redeemed in an environment of trust, honesty, and fairness. As a result, academic dishonesty is regarded as a serious offense by all members of the academic community. In keeping with this ideal, this course will adhere to UMD's Student Academic Integrity Policy, which can be found at <http://www.d.umn.edu/conduct/integrity>. This policy sanctions students engaging in academic dishonesty with penalties up to and including expulsion from the university for repeat offenders.

The instructor will enforce and students are expected to follow the University's Student Conduct Code (<http://www.d.umn.edu/conduct/code>). Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom, such as using a phone, watching videos, playing games, checking email, or surfing the internet.

Feel free to contact me if any policy conflicts with your learning style and strategies.

Attendance Policy

You are required to attend every class. Attendance will be checked randomly, and 1 percentage point will be deducted from your final grade per class missed. **Those with perfect attendance** will enjoy a 5 percentage point bonus at the end of the semester.

This course recognizes UMD's official excused absence policy, as defined by the Office of Academic Affairs (<http://www.d.umn.edu/vcaa/ExcusedAbsence.html>).

Tentative Schedule

Weeks 1—2	<ul style="list-style-type: none"> • Preview • What's an ad? What's linguistics about? • How do we use language to reason? • Exploring language through the genre. • The power of choice • Saussure • Chomsky • Pinker • Read Lakoff, Luntz, and Sedivy & Carlson
Weeks 3—4	<ul style="list-style-type: none"> • Semiotics • Prototypicality • Propaganda • Ideology of consumerism

	<ul style="list-style-type: none"> • Metaphor • Read Saussure, Lackoff & Johnson, Sedivy & Carlson, Bernays, Luntz • Assignment 1 Due
Weeks 5-6	<ul style="list-style-type: none"> • 10 Rules of Effective Language – Luntz • Linguistic boundaries of race, nationality, gender, etc. • Critical Discourse Analysis framework • Sound symbolism • How do ads get our attention? • How does language become ‘catchy’? • Read Luntz, Sedivy & Carlson, Lakoff, Cook • Assignment 2 Due
Weeks 7-8	<ul style="list-style-type: none"> • Types of sentences • Ellipsis • Causation • Read Lakoff, Sedivy & Carlson • Midterm Presentations Due • Assignment 3 Due
Weeks 9-10	<ul style="list-style-type: none"> • Spring Break • Linguistic theories of humor • Accents • Evolutionary linguistics • Genderspeak, teenspeak • Read Sedivy & Carlson
Weeks 11-12	<ul style="list-style-type: none"> • Pragmatics • Leading questions • What do we really care about? • Partisanship • Luntz vs. Lakoff vs Sedivy & Carlson • Read Luntz, Lakoff, Sedivy & Carlson • Assignment 4 Due
Weeks 13-14	<ul style="list-style-type: none"> • Visuals and language • Logos & Signs • Paralanguage • Read Sedivy & Carlson, Cook, Myers, Luntz • Assignment 5 Due
Weeks 15-16	<ul style="list-style-type: none"> • Taboo language • Child directed speech • Cumulative Exam • Assignment 5 Due
Week 17	<ul style="list-style-type: none"> • Final Presentation