

## Term Information

Effective Term Autumn 2016  
*Previous Value* Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We propose creation of an online version of this existing course - Linguistics 2367.02.

### What is the rationale for the proposed change(s)?

An online option of this GE and Major course will be available to non traditional students who work during the day, and to students during the summer semester who are not able to live on or near campus.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Linguistics  
Fiscal Unit/Academic Org Linguistics - D0566  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2367.02  
Course Title Language and Advertising  
Transcript Abbreviation Lang Advertising  
Course Description How advertising impacts American culture; how the U.S. influences international advertising and how various populations are represented in ads.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

Prereq: English 1110.01 (110.01), 1110.02 (110.02), or 1110.03 (110.03), or equiv.  
Not open to students with credit for Linguist 367.02.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0102  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Level 2 (2367)  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning  
objectives/outcomes

- Students will obtain skill in written communication and expression, reading, critical thinking, oral expression, and visual expression.

*Previous Value*

Content Topic List

- Research writing
- Advertising
- Pragmatics
- Semantics
- Language in society

## Attachments

- barlew-ling-2367 Online.pdf: online syllabus  
*(Syllabus. Owner: McGory,Julia Tevis)*
- Syllabus Ling 2367 In Class.pdf: in class syllabus  
*(Syllabus. Owner: McGory,Julia Tevis)*
- Linguistics Tech review 2367.02 saved.pdf: technical review  
*(Other Supporting Documentation. Owner: McGory,Julia Tevis)*

## Comments

**COURSE CHANGE REQUEST**  
2367.02 - Status: PENDING

Last Updated: Heysel, Garrett Robert  
02/09/2016

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	McGory, Julia Tevis	02/05/2016 02:25 PM	Submitted for Approval
Approved	McGory, Julia Tevis	02/05/2016 02:25 PM	Unit Approval
Approved	Heysel, Garrett Robert	02/09/2016 03:05 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	02/09/2016 03:05 PM	ASCCAO Approval

# Linguistics 2367.02: Language and Advertising (online version) Fall 2016

## **Course Information:**

Time: TuTh 8:00AM - 9:15AM  
Location: online via Carmen Connect  
Website: <http://carmen.osu.edu/>  
Prerequisite: None

## **Instructor Information:**

Name: Jefferson Barlew  
E-mail: [barlew.1@osu.edu](mailto:barlew.1@osu.edu)  
Office: online via Carmen Connect  
Mailbox: Oxley 225  
Phone: (614)-292-3802  
Office Hours: M 5PM-6PM, Th 11:30AM-12:30PM, and by appt.

## **TA Coordinator:**

Dr. Hope Dawson  
202a Oxley Hall  
614-292-5420  
[dawson.165@osu.edu](mailto:dawson.165@osu.edu)

## **Required Technology:**

Webcam  
Microphone  
Adobe Connect Add-in (download)

**Text:** Sedivy, J. and G. Carlson. (2011). *Sold on Language*. Chichester, UK: Wiley-Blackwell., plus readings on Carmen.

## **Course Description:**

This course is about language and advertising. Specifically, the course is about the way advertisers use language to convey meaning. Of course, advertisements use language to do lots of other things besides convey meaning. They elicit emotion; they convey humor; sometimes they even manage to make people feel physical sensations such as hunger (at least me). Although those uses of language are interesting, we will not focus on them in this course. Similarly, although advertisers use devices other than language to convey meaning – images and music for example – how those devices convey meaning is not our primary concern either. We may mention them as they relate to linguistic content, though.

So what exactly is the course about, then? The course is designed to address two questions: 1) What kinds of meanings do advertisers use language to convey? And 2) How do they use language to convey those meanings? Let's unpack the first question a little bit. One way to answer it is to say that advertisers convey two kinds of meanings: true and false meanings. For example, a Ford Focus commercial states it "get[s] up to 40 miles per gallon."<sup>1</sup> Hearing that sentence, we can understand what the world would have to be like for that sentence to be true, and we could go test Ford Focuses to see if the world is really like that. In other words, Ford's claim is either true or false. As you will see, advertisers put a lot of effort into making both true and false claims.

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1

Ford. (2012, August 17). Addictive Driving Dynamics [Advertisement]. Retrieved from <http://www.ford.com/cars/focus/?fmccmp=fvlp-fbic-veh-hp-focus>

Now consider the second question. I said that after watching the Focus commercial we would “understand what the world would have to be like” for Ford’s claim to be true, but I didn’t elaborate. Perhaps your thought was something like “Yeah, we could go get a Focus, drive it on the highway, and record the mileage. If it gets 40 mpg, the claim is true, and if it gets less than that the claim is false.” In other words, for the sentence to be true every Ford Focus should get 40 mpg on any given drive. That’s what Ford wants us to take away from the ad.

But is that what the ad really says? In fact, it says “up to 40 miles to the gallon.” All that literally means is that there has to be at least one Ford Focus that, at least once, got 40 mpg. If yours happens to get 35 mpg, in some technical sense Ford hasn’t lied to you. After all, 35 is part of “up to 40.” But has Ford misled us? Another related question: what if we tested a Focus and it got 45 mpg. Would we feel that Ford had misled us? Probably not. We seem willing to read the numeral in the sentence as meaning “at least 40” rather than “exactly 40”. But what if we had a different ad that claimed a particular snack pack of cookies had “40 calories?” I suspect that we would not be satisfied if we learned that the cookies actually had “at least 40 calories.” So why does “40” get an “at least” interpretation in one context and an “exactly” interpretation in another context, and how do advertisers exploit differences like that in the way they construct their messages? Those are the kinds of questions we will address in this course.

As far as the structure of the course, we’ll have 3 major units. The first is related to the last point in the preceding paragraph: meanings depend on context. In fact, very few sentences of natural language have a complete meaning until they are uttered in a particular context. The ones that do are things like *the circumference of a circle is equal to pi times radius squared* - not terribly interesting in my book, though some people really like studying those sentences. Instead, consider a more interesting sentence like *He has nasty breath*. One roadblock to interpretation jumps out immediately. We can’t understand the meaning of “he” without some kind of referent – perhaps someone who was mentioned earlier in the conversation or someone who the speaker is pointing at. Second, “nasty” requires some contextual information as well. What counts as “nasty” in one context may not count as “nasty” in another. Perhaps in one context the speaker is referring to a group of dogs, and the standard for nastiness in dog breath rather worse than the nastiness standard for human breath.

With these ideas about context in mind, consider context in advertising. Unlike a conversation between friends, or a chat with your parents, advertising is a very specialized kind of linguistic context. What are the properties of that context? How do advertisers structure language to make use of those properties? Do advertisers ever structure language in such a way as to invoke a different kind of context? If so, how and why? That is the topic of the first unit. The second unit will focus on how advertisers use propositions to convey meanings, and the third on how they use individual words to do so, with a special focus on the construction of brand names.

Two last details. First, this course is a GE writing course. As you can see by reading the GE Learning Outcomes below, this means that we will focus on writing, analytical reading, and expository speaking. All of your major assignments will involve one or more of those domains. Second, I’m open to (and in fact desire) your feedback about how things are going as we move through the semester. If you feel like we’re moving too slowly or too quickly or have other concerns about how the course is structured, don’t hesitate to let me know. If I make any changes in, for example, the reading assignments, I will email the class and post an announcement on Carmen.

I look forward to a great semester studying language in advertising together!

## **2 Modes of instruction**

The course is offered entirely online. Students receive instruction through the following media:

1. Readings in the textbook
2. Readings available on Carmen
3. Carmen discussion boards
4. Carmen Connect live lectures
5. Carmen Connect class discussions
6. Carmen Connect small group discussions
7. Carmen Connect office hours
8. Class YouTube channel

## **3 Technology assistance**

Students can find help with the instructional technology used in this course at the Office of Distance Education and eLearning (ODEE) website: <https://carmen-services.it.ohio-state.edu/carmen-help/students/>. The required Carmen Connect download, along with additional information about Carmen Connect, can be found at <https://carmenconnect.osu.edu/>. Additional resources for Carmen Connect, including a guide for getting started and equipment set-up information, can be found at <http://resourcecenter.odee.osu.edu/carmenconnect/>.

For additional help, you may contact ODEE at 614-292-8860.

Students can find technical support for posting videos to the class YouTube channel at <https://support.google.com/youtube/?hl=en#topic=4355266>. For YouTube's privacy policies, see [https://www.youtube.com/static?template=privacy\\_guidelines](https://www.youtube.com/static?template=privacy_guidelines)

## **4 Academic and student support services**

As a student taking a distance education course, you have access to all of the same academic and student support services as students taking traditional courses. Detailed information about these services can be found on the website of the College of Arts and Sciences and the Student Support Center:

<http://artsandsciences.osu.edu/academics/current-students/resources>  
<http://undergrad.osu.edu/academics/support-services.html>  
<http://ssc.osu.edu/>

## **5 GE Requirements: Cultures and Ideas**

### **Goals:**

Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

### **Expected Learning Outcomes:**

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

## **6 Assignments and grading**

### **6.1 Assignments**

Ohio Speaks activity	2%
Data presentation	5%
Reading discussion posts (8 x 1.25%)	10%
Quizzes (2 x 10%)	20%
Short paper	25%
Final paper	35%
Class participation	3%

### **6.2 Assignment Descriptions**

**Ohio Speaks activity:** The Ohio Speaks activity consists of a series of recordings. You will receive an instruction sheet that includes instructions on how to save audio files and upload them to Carmen. You will also be given a script that includes 2-3 passages plus a list of words. You will record yourself reading the script as described by the instructions and upload the recordings.

**Data Presentation:** You will collect data in the form of advertisements—print, TV, radio, internet, or other—that illustrate concepts we study in class. You will deposit your ads in our class Dropbox or YouTube channel 2 days before your presentation, so that everyone has a chance to view them before your day to present arrives. Then, on that day, you will take 5 minutes to describe which concepts the ads illustrate and how they work (so make sure your camera is working on that day). Other students can comment on your ads, so this is a great time to get everyone’s thoughts about ads you might use for your final project.

**Discussion Board Posts:** You are required to make two posts on the Carmen discussion board for each of 4 of our reading assignments. More details about how the posts should be written and how they will be graded are provided in the documents titled **Discussion-Post-Instructions** and **Discussion-Examples**.

**Quizzes:** Quizzes are used to assess mastery of material from readings and online lectures. All quizzes are open notes and open book, but you may not receive help on quizzes from other people. Quizzes will be taken on Carmen. Quizzes are due at 11:59pm on the date they are listed on the syllabus. Each quiz may be attempted twice, and the highest grade will be used.

**Short Paper (and outline):** In a paper of 3-4 pages, you will analyze 1 ad in terms of how it constructs and/or uses the context of utterance. You’ll write this paper immediately following our unit on context, so you should draw on the theoretical aspects of context we cover in that unit. The outline, which is due a week or so before, will show both that you have plenty of evidence and know how to organize the material to make your point clearly and convincingly.

**Final Paper (plus outline and rough draft):**

**Option 1:** In this 8-10 page paper you will write an extended linguistic analysis of an ad or an entire ad campaign. As you’re picking an ad or campaign, think carefully about why you’re choosing that ad. Does it have plenty of language use? Does it exemplify the phenomena we’ve discussed this semester? Is there anything unusual, interesting, or problematic about the truth-claims it makes or the way it makes them? Does it develop the context of utterance in an interesting or unique way? Does it provide data that challenge any of our assumptions about how ads work, or how contexts work, or perhaps about the difference between implicatures and entailments? What makes the language use in this ad interesting, different, or worth attention? (One possibly interesting source of ads is the presidential campaign.)

**Option 2:** Design an ad campaign for a fictional company and product of your own creation (please clear these with me in advance). Try to use context, implicatures, presuppositions, branding, etc. to the best of your ability to make as many compelling claims about your product as possible. Then, in an 8-10 page paper, explain your campaign and the role played each linguistic phenomenon plays in it. Include sample ads as an appendix.

If you’re trying to imagine why you would write such a document, pretend you’re writing for a linguistically informed supervisor who has to approve the campaign, but also imagine that this is a document that is intended never to see the light of day. You wouldn’t want the Federal Trade Commission or Senate Subcommittee on Commerce you read how you plan to communicate false claims using conversational implicatures and thereby preserving plausible deniability.

**Class Participation:** Come on time, participate in discussions, and stay engaged.

**6.3 Grading Scale**

93-100 (A)	83-86.9 (B)	73-76.9 (C)	60-66.9 (D)
90-92.9 (A-)	80-82.9 (B-)	70-72.9 (C-)	below 60 (E)
87-89.9 (B+)	77-79.9 (C+)	67-69.9 (D+)	

**7 Policies**

**7.1 Carmen and Carmen Connect**

This course is offered through Carmen (<http://carmen.osu.edu>) and Carmen Connect (<https://carmenconnect.osu.edu/>) . Additional resources for Carmen Connect, including a guide for getting started and equipment set-up information, can be found at <http://resourcecenter.odee.osu.edu/carmenconnect/>.

All course materials are distributed via Carmen, and grades can be viewed there. Live class meetings and office hours are conducted on Carmen Connect.

**7.2 Paper submission**

You will submit papers via an electronic dropbox on Carmen. I will not accept papers via email. Papers must be saved as .pdf (Acrobat reader) files unless otherwise noted in the instructions. No other file



types will be accepted. There are numerous free .pdf converter sites on the internet, and some software packages (e.g. Microsoft Word) have the ability to export to .pdf.

Papers are due at 11:59pm on the date on which they are listed on the syllabus. If you cannot submit a paper by the due date, you will have until 11:59 the following day to submit it. After that, the assignment will not be accepted. Late assignments will be docked 10% of the grade.

### **8 Academic Misconduct Statement**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

### **Disability Statement**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>. For additional information, use OSU’s ADA website as well: <http://ada.osu.edu/resources/Links.htm>

For help with accessibility issues related to using the course YouTube channel, see the YouTube section of Google's accessibility page (<http://www.google.com/accessibility/communication.html>) or contact the instructor.

### **10 Course Schedule**

This course is a hybrid between synchronous and asynchronous learning. Synchronous learning means that all students are working on the same material at the same time. Their work is synchronized. This course is synchronous in that assignments have specific due dates, and we meet for class at specific dates/times. Students must turn in assignments by the due dates in order to get credit. This synchronous component is designed to keep you from falling behind and leaving a lot of work for the end of the semester.

Asynchronous learning means that at any given time different students are working on different things. Asynchronous learning allows students to work around events in their own lives and work at their own pace. This course is asynchronous in that it allows you to work ahead.

Quizzes, papers, and discussion board posts can be completed as soon as instructions become available to you. That way, if you get ahead in the reading, you can complete some assignments while the material is fresh on your mind.

**Course Schedule** (S&G = Sedivy and Carlson 2011; SEP = Stanford Encyclopedia of Philosophy-available online)

Week	Class Dates	Topics	Readings	Assignments/Events
Week 1	8/23 (T)	Introduction	S&G: 1-14	
	8/25 (R)	Introduction	S&G: 15-57	
Week 2	8/30 (T)	<b>Unit 1: Context</b> Advertising as a Context I	Hermeren (1999: 30-34); Shaik and Ritter (2011)	<b>Data Presentation 1</b>
	9/1 (R)	Advertising as a Context II	Leech (1966: 32-56)	
Week 3	9/6 (T)	Indexicality and Context	"Indexicals" on SEP: Section 1	<b>Ohio Speaks Due</b> <b>Data Presentation 2</b> <b>Short Paper Topic due</b>
	9/8 (R)	Theories of Context I	S&G: 58-96	<b>Discussion Post 1 on S&amp;G: 58-96</b>
Week 4	9/13 (T)	Theories of Context II		<b>Data Presentation 2</b>
	9/15 (R)	Structuring an Argument	S&G: 157-192	<b>Short Paper Outline due</b>
Week 5	9/20 (T)	Social Knowledge and Context	Coleman (1982: 26-68)	<b>Data Presentation 3</b>
	9/22 (R)	Social Knowledge and Context		<b>Discussion Post 2 on S&amp;G: 157-192 and/or Coleman 1982: 26-68</b>
Week 6	9/27 (T)	<b>Unit 2: Conveying Meaning through Propositions</b> Introduction		<b>Short Paper due</b>
	9/29 (R)	Truth in Advertising I	Preston (1994: 9-22); "Abduction" on SEP: Section 1	
Week 7	10/4 (T)	Truth in Advertising II	Geis (1982: 1-23); Tanaka (1994: 6-13)	<b>Data Presentation 4</b> <b>Discussion Post 3 on Geis 1982: 1-23 and/or Tanaka 1994:6-13</b>
	10/6 (R)	Implicature	"Implicature" on SEP: Sections 1-2	
Week	10/11 (T)	Implicature in Advertising I	Geis (1982: 25-57)	<b>Data Presentation 5</b> <b>Final Paper Topic Due</b>

8	10/13 (R)	<b>No Class—Fall Break!</b>		
Week 9	10/18 (T)	Implicature in Advertising II	Preston (1994: 29-33; 36-47)	<b>Data Presentation 6</b>
	10/20 (R)	Presuppositions in Advertising	S&G: 97-122	
Week 10	10/25 (T)	Presupposition theory	“Presupposition” on SEP: Sections 1-3	<b>Data Presentation 6</b>
	10/27 (R)	Presuppositions in Advertising - application		
Week 11	11/1 (T)	Writing Workshop		<b>Notes, sources, etc. relevant to your final paper.</b>
	11/3 (R)	How to Lie	Meibauer (2005: 1-20)	<b>Quiz 1: Over Units 1-2</b>
Week 12	11/8 (T)	<b>Unit 3: Conveying Meaning with Words</b> Introduction and Connotation		<b>Data Presentation 7 Final Paper Outline Due</b>
	11/10 (R)	Unique Morphology	Zimmer (2009)	
Week 13	11/15 (T)	Branding I	Colapinto (2011)	<b>Data presentation 8</b>
	11/17 (R)	Branding II	Shrum and Lowrey (2007)	<b>Discussion Post 4 on Zimmer 2009, Colapinto 2011, or Shrum and Lowrey 2007.</b>
Week 14	11/22 (T)	Peer Review		<b>Final Paper Rough Draft Due</b>
	11/24 (R)	<b>No Class—Thanksgiving!</b>		
Week 15	11/29 (T)	Branding III	Zhang et al. (2004)	
	12/1 (R)	Branding, Advertising, and Memory	Lerman and Gambarino (2002)	<b>Quiz 2 over Unit 3</b>
Week 16	12/6 (T)	Language and Advertising Recap		
<b>Finals (Thurs. 12/6 – Weds. 12/12)</b>				<b>Final Paper due Mon, 12/10 by 11:59 PM</b>

# Linguistics 2367.02: Language and Advertising Fall 2012

## **Course Information:**

Time: T Th, 12:45-2:05  
Location: Jennings 136  
Website: <http://carmen.osu.edu/>  
Textbook: none (readings will be distributed through Carmen)  
GE: GE Writing and Communication: Level 2  
Prerequisite: English 1110.01 (110.01), 1110.02 (110.02), or 1110.03 (110.03), or equiv.

## **Instructor Information:**

Name: Jefferson Barlew  
E-mail: [barlew.1@osu.edu](mailto:barlew.1@osu.edu)  
Office: Oxley 218  
Mailbox: Oxley 225 (accessible M-F 8 am to 5 pm)  
Phone: (614)-292-3802  
Office Hours: W, 2:45-3:45; F, 10:30-11:30; and by appt.

## **TA Coordinator (my boss):**

Dr. Hope Dawson  
202a Oxley Hall  
614-292-5420  
[dawson.165@osu.edu](mailto:dawson.165@osu.edu)

## **Course Description:**

This course is about language and advertising. Specifically, the course is about the way advertisers use language to convey meaning. Of course, advertisements use language to do lots of other things besides convey meaning. They elicit emotion; they convey humor; sometimes they even manage to make people feel physical sensations such as hunger (at least me). Although those uses of language are interesting, we will not focus on them in this course. Similarly, although advertisers use devices other than language to convey meaning – images and music for example – how those devices convey meaning is not our primary concern either. We may mention them as they relate to linguistic content, though.

So what exactly is the course about, then? The course is designed to address two questions: 1) What kinds of meanings do advertisers use language to convey? And 2) How do they use language to convey those meanings? Let's unpack the first question a little bit. One way to answer it is to say that advertisers convey two kinds of meanings: true and false meanings. For example, a Ford Focus commercial states it "get[s] up to 40 miles per gallon."<sup>1</sup> Hearing that sentence, we can understand what the world would have to be like for that sentence to be true, and we could go test Ford Focuses to see if the world is really like that. In other words, Ford's claim is either true or false. As you will see, advertisers put a lot of effort into making both true and false claims.

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<sup>1</sup> Ford. (2012, August 17). Addictive Driving Dynamics [Advertisement]. Retrieved from <http://www.ford.com/cars/focus/?fmccmp=fvlp-fbic-veh-hp-focus>

Now consider the second question. I said that after watching the Focus commercial we would “understand what the world would have to be like” for Ford’s claim to be true, but I didn’t elaborate. Perhaps your thought was something like “Yeah, we could go get a Focus, drive it on the highway, and record the mileage. If it gets 40 mpg, the claim is true, and if it gets less than that the claim is false.” In other words, for the sentence to be true every Ford Focus should get 40 mpg on any given drive. That’s what Ford wants us to take away from the ad.

But is that what the ad really says? In fact, it says “up to 40 miles to the gallon.” All that literally means is that there has to be at least one Ford Focus that, at least once, got 40 mpg. If yours happens to get 35 mpg, in some technical sense Ford hasn’t lied to you. After all, 35 is part of “up to 40.” But has Ford misled us? Another related question: what if we tested a Focus and it got 45 mpg. Would we feel that Ford had misled us? Probably not. We seem willing to read the numeral in the sentence as meaning “at least 40” rather than “exactly 40”. But what if we had a different ad that claimed a particular snack pack of cookies had “40 calories?” I suspect that we would not be satisfied if we learned that the cookies actually had “at least 40 calories.” So why does “40” get an “at least” interpretation in one context and an “exactly” interpretation in another context, and how do advertisers exploit differences like that in the way they construct their messages? Those are the kinds of questions we will address in this course.

As far as the structure of the course, we’ll have 3 major units. The first is related to the last point in the preceding paragraph: meanings depend on context. In fact, very few sentences of natural language have a complete meaning until they are uttered in a particular context. The ones that do are things like *the circumference of a circle is equal to pi times radius squared* - not terribly interesting in my book, though some people really like studying those sentences. Instead, consider a more interesting sentence like *He has nasty breath*. One roadblock to interpretation jumps out immediately. We can’t understand the meaning of “he” without some kind of referent – perhaps someone who was mentioned earlier in the conversation or someone who the speaker is pointing at. Second, “nasty” requires some contextual information as well. What counts as “nasty” in one context may not count as “nasty” in another. Perhaps in one context the speaker is referring to a group of dogs, and the standard for nastiness in dog breath rather worse than the nastiness standard for human breath.

With these ideas about context in mind, consider context in advertising. Unlike a conversation between friends, or a chat with your parents, advertising is a very specialized kind of linguistic context. What are the properties of that context? How do advertisers structure language to make use of those properties? Do advertisers ever structure language in such a way as to invoke a different kind of context? If so, how and why? That is the topic of the first unit. The second unit will focus on how advertisers use propositions to convey meanings, and the third on how they use individual words to do so, with a special focus on the construction of brand names.

Two last details. First, this course is a GE writing course. As you can see by reading the GE Learning Outcomes below, this means that we will focus on writing, analytical reading, and expository speaking. All of your major assignments will involve one or more of those domains. Second, I’m open to (and in fact desire) your feedback about how things are going as we move through the semester. If you feel like we’re moving too slowly or too quickly or have other concerns about how the course is structured, don’t hesitate to let me know. If I make any changes in, for example, the reading assignments, I will email the class and post an announcement on Carmen.

I look forward to a great semester studying language in advertising together!

## GE Requirements (Writing and Communication: Level 2):

### Goals:

Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

### Level Two

#### Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

### Course Components:

Assignment	Number	Grade %	Due Date	Other Info
Record Yourself	1	6%	9/4	Be careful to follow formatting guidelines
Practice Presentation	1	5%	By sign-up	Presentation Rubric
Data Presentation	1	10%	By sign-up	Presentation Rubric
Reading Quizzes	3	3% X 3 = 9%	Random – in class	Multiple Choice/T-F/Short Answer
Data Thursdays	3	3% X 3 = 9%	9/20; 10/11; 11/1; 11/15; 11/29	You only need to do 3 of 5. Do an extra 1 for extra credit.
Short Paper Outline	1	5%	9/18	Outline Rubric
Short Paper	1	15%	9/25	3-4 pages; Short Paper Rubric
Final Paper Outline	1	10%	11/6	Outline Rubric
Final Paper Rough Draft	1	5%	11/20	Completion grade – easy 100 (but it has to be a complete draft); Bring a hard copy to class.
Final Paper Final Draft	1	20%	12/4	Final Paper Rubric
Class Participation	NA	6%		
Total		100%		

**Record Yourself Reading an Advertisement:** For this assignment you will be given a word list and the script for a radio advertisement. You will read the word list once to create a baseline for the way you pronounce certain sounds. Just read naturally – we want to get a feel for your normal voice. You will record yourself reading the ad several times, each time with a different audience in mind. You will also fill out a short questionnaire about the process on Carmen. The purpose of this assignment is to consider how advertisers change the sounds of words depending on the audience they are targeting. Linguists in our department will analyze the recordings and present the results to the class later in the semester.

**Practice Presentation:** The purpose of this assignment is to practice public speaking technique. You will give a 2 minute presentation about any interesting topic you choose and receive 1 minute of feedback from the class as well as written feedback from me.

**Data Presentation:** You will analyze 1-4 ads in terms of one of the specific topics discussed in class such as implicature, context construction, presupposition, etc. You will be graded both on the quality of your analysis and your presentation technique.

**Reading Quizzes:** These are designed to make sure you're doing the reading. They'll be short (at most 10 questions) and cover the main themes and/or vocabulary of the reading. The questions will not be "gotcha" questions.

**Data Thursdays:** On 5 Thursdays, in addition to the scheduled Data Presentations, some other class members will bring in 2-4 ads each exemplifying the topics of the previous 2-3 weeks. You need to do this 3 of the 5 Thursdays, but which Thursdays you choose are up to you. Also, you can do an extra Thursday for extra credit. For each ad, write 3-5 sentences explaining how the ad exemplifies the topic and be prepared to explain the ads to the class. If these are print ads, bring a copy or drop a scanned copy in the appropriate dropbox. If they are TV ads, drop the video on our class YouTube channel. If they're in some other medium, like radio, just get them here in a format that's easy to use in class. After the scheduled Data Presentations are finished, anyone else who wants to share their data may do so, and we'll all discuss it. (This is a great time to get everyone's thoughts about ads you might use for your final project.)

**Short Paper (and outline):** In a paper of 3-4 pages, you will analyze 1 ad in terms of how it constructs and/or uses the context of utterance. You'll write this paper immediately following our unit on context, so you should draw on the theoretical aspects of context we cover in that unit. The outline, which is due a week or so before, will show both that you have plenty of evidence and know how to organize the material to make your point clearly and convincingly.

**Final Paper (plus outline and rough draft):**

**Option 1:** In this 8-10 page paper you will write an extended linguistic analysis of an ad or an entire ad campaign. As you're picking an ad or campaign, think carefully about why you're choosing that ad. Does it have plenty of language use? Does it exemplify the phenomena we've discussed this semester? Is there anything unusual, interesting, or problematic about the truth-claims it makes or the way it makes them? Does it develop the context of utterance in an interesting or unique way? Does it provide data that challenge any of our assumptions about how ads work, or how contexts work, or perhaps about the difference between implicatures and entailments? What makes the language use in this ad interesting, different, or worth attention? (One possibly interesting source of ads is the presidential campaign.)

**Option 2:** Design an ad campaign for a fictional company and product of your own creation (please clear these with me in advance). Try to use context, implicatures, presuppositions, branding, etc. to the best of your ability to make as many compelling claims about your product as possible. Then, in an 8-10 page paper, explain your campaign and the role played each linguistic phenomenon plays in it. If you're trying to imagine why you would write such a document, pretend you're writing for a linguistically informed supervisor who has to approve the campaign, but also imagine that this is a document that is intended never to see the light of day. You wouldn't want the Federal Trade Commission or Senate

Subcommittee on Commerce you read how you plan to commit to weak entailments but communicate stronger false propositions using implicature, so we'll assume your boss is going to burn it after she reads it.

**Class Participation:** Come on time, participate in discussions, and stay engaged.

**Grading Scale:**

93-100 (A)	83-86.9 (B)	73-76.9 (C)	60-66.9 (D)
90-92.9 (-)	80-82 (B-)	70-72.9 (C-)	0-59.9 (E)
87-89.9 (B+)	77-79.9 (C+)	67-69.9 (D+)	

**Submitting Assignments:**

All written assignments should be submitted on the course's Carmen site unless otherwise specified. In the event of a computer problem, a print version of the completed assignment may be put in my mailbox or handed in during class in order to meet the deadline, but the assignment must still be submitted via Carmen before it will be graded. The two presentations, Data Thursday assignments, and reading quizzes are to be submitted in class. I reserve the right not to accept late assignments; generally, it is common sense which can and cannot be accepted late (for example, if you don't bring a draft to class on the day we do peer review, you've clearly missed your chance, etc.), but I do want you all to succeed and will try to accommodate emergencies.

**Our YouTube Channel:**

We will all sign in with the same username (linguistics2367.02@gmail.com) and password (ling2367). You can link a video already on YouTube to one of the playlists already there or create a new playlist. Please post only appropriate material. Posting offensive material will result in your receiving a zero for one or more of the Data Thursday assignments and may require us to abandon the site altogether. Also, be aware that if you log in, post your video, and then begin surfing YouTube without first logging out, every video you go to will be visible on the channel history, which could result in embarrassment.

**Academic Misconduct Statement:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

**Disability Statement:**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for



Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue;  
 telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Week	Date	Topics	Readings	Assignments
Week 1	8/23 (R)	Introduction		
Week 2	8/28 (T)	<b>Unit 1: Context</b> Advertising as a Context I	Hermeren (1999: 30-34); Shaik and Ritter (2011)	Practice Presentations 1-4
	8/30 (R)	Advertising as a Context II	Leech (1966: 32-56)	Practice Presentations 5-8
Week 3	9/4 (T)	Indexicality and Context	"Indexicals" on SEP: Section 1; Predelli (1998)	Practice Presentations 9-12 Record Yourself Due
	9/6 (R)	Theories of Context I	Lewis (1979)	Practice Presentations 13-16
Week 4	9/11 (T)	Theories of Context II	Stalnaker (1978)	Practice Presentations 17-20 Short Paper Topic Due
	9/13 (R)	Structuring an Argument		Practice Presentations 21-25
Week 5	9/18 (T)	Social Knowledge and Context	Coleman (1982: 26-68)	Short Paper Outline Due
	9/20 (R)	Discourse Context, the Question Under Discussion, and Relevance		Data Thursday Data Presentations 1-5
Week 6	9/25 (T)	<b>Unit 2: Conveying Meaning through Propositions</b> Introduction		Short Paper Due
	9/27 (R)	Truth in Advertising I	Preston (1994: 9-22); "Abduction" on SEP: Section 1	
Week 7	10/2 (T)	Truth in Advertising II	Geis (1982: 1-23); Tanaka (1994: 6-13)	
	10/4 (R)	Implicature	"Implicature" on SEP: Sections 1-2	
Week	10/9 (T)	Ohio Speaks Data Analysis	Grice (1975)	Final Paper Topic Due

8	10/11	(R)	Implicature in Advertising I	Geis (1982: 25-57)	Data Thursday Data Presentations 6-10
Week	10/16	(T)	Implicature in Advertising II	Preston (1994: 29-33; 36-47)	
9	10/18	(R)	Implicature Recap		
Week	10/23	(T)	Presuppositions	"Presupposition" on SEP: Sections 1-3	
10	10/25	(R)	Presuppositions in Advertising		
Week	10/30	(T)	How to Lie	Meibauer (2005: 1-20)	
	11/1	(R)	Writing Workshop		Data Thursday Data Presentations 11-15 Bring notes, sources, etc. relevant to your final paper.
Week	11/6	(T)	<b>Unit 3: Conveying Meaning with Words</b> Introduction and Connotation		Final Paper Outline Due
	11/8	(R)	Unique Morphology	Zimmer (2009)	
Week	11/13	(T)	Branding I	Colapinto (2011)	
	11/15	(R)	Branding II	Shrum and Lowrey (2007)	Data Thursday Data Presentations 16-20
Week	11/20	(T)	Peer Review		Final Paper Rough Draft Due
	11/22	(R)	<b>NO CLASS—THANKSGIVING</b>		
Week	11/27	(T)	Branding III	Zhang et al. (2004)	
	11/29	(R)	Branding, Advertising, and Memory	Lerman and Gambarino (2002)	Data Thursday Data Presentations 20-25
Week	12/4	(T)	Language and Advertising Recap		
<b>Finals (Thurs. 12/6 – Weds. 12/12)</b>					<b>Final Paper due Mon, 12/10 by 11:59 PM</b>

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Linguistics 2367.02

**Instructor:** Jefferson Barlow

**Summary:** Online Synchronous/Asynchronous Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			All tools used in this course align to support the course learning objectives. This course and all content will be delivered through Carmen and Carmen Connect.
6.2 Course tools promote learner engagement and active learning.	✓			This course will be delivered online with both synchronous and asynchronous components to promote student engagement and active learning. The following tools will also be utilized for the course. <ul style="list-style-type: none"> <li>• Live lectures</li> <li>• Discussion board posts</li> <li>• Online class discussions (webconferencing)</li> <li>• Online small group discussions (webconferencing)</li> <li>• Carmen Dropbox for written assignments</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			This course will be delivered entirely through OSU's core common tool set (Carmen, Carmen Connect). Students will also have the option to submit some activity assignments to the class Youtube channel. Youtube is also a readily available technology.
6.4 The course technologies are current.	✓			All course technologies explicitly listed in the syllabus are current and offered by OSU or are freely accessible on the world wide web. See below for examples. <ul style="list-style-type: none"> <li>• Discussion boards will be used for reading responses</li> <li>• Dropbox will be used for submission of written assignment</li> <li>• Web based video conferencing</li> </ul>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			This course primarily uses Carmen and Carmen Connect but it does allow for students to post videos to Youtube as an assignment. Thus, there should be a

				link to any privacy policies associated with using Youtube.
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			The faculty member included an overview and instructions for students to access technical support for Carmen, Carmen Connect.  Recommend that a link for Youtube technical support for be added to the "Technology Assistance" section of the syllabus.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			The appropriate link was included in the syllabus for the "Disability Statement." The text for the accessibility statement was in <b>BOLD</b> 18pt font. <a href="http://ada.osu.edu/resources/Links.htm">http://ada.osu.edu/resources/Links.htm</a>
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			The below link was included in the syllabus along with an overview and contact information for the student academic services offered on the OSU main campus. <a href="http://artsandsciences.osu.edu/academics/current-students/resources">http://artsandsciences.osu.edu/academics/current-students/resources</a>
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			The below link was included in the syllabus along with an overview and contact information for student services offered on the OSU main campus. <a href="http://ssc.osu.edu">http://ssc.osu.edu</a>
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			The OSU core common tool set used in this course meets the universities policies for accessibility.  Recommend that information be provided on the syllabus in the "Course Assistance" section of the syllabus for any accessibility information available for the Youtube website.

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the OSU core common tool set at Ohio State facilitate ease of use with embedded multimedia.

**Reviewer Information**

- Date Reviewed: 2/4/2016
- Reviewed By: Mike Kaylor