ENGL 1101, The Art of Advertising: A Service-Learning Course

ENGL 1101 K | TR 8:05 am – 9:25 am | Clough 123
ENGL 1101 F2 | TR 9:35 am – 10:55 am | Stephen C. Hall 103
ENGL 1101 N2 | TR 12:05 pm – 1:25 pm | Skiles 168

Instructor: Dr. Caroline E. Young
Office: 307 Skiles
Office Hours: TR 11:00 am -12:00 pm or by appointment
Contact: caroline.young@lmc.gatech.edu

Class Description

From bus sides to bathroom stalls, advertising is everywhere. What influence does this perpetual engagement with marketing play in your life? This course will build strategies in WOVEN (written, oral, visual, electronic, and nonverbal) communication through a multimodal introduction to the persuasive rhetoric of the advertising world, exploring the ongoing relationship between business and buyer as students analyze and critique the persuasive techniques of print, video, and electronic ad campaigns. All students will have the opportunity to reflect on the influence advertising yields in their individual lives and gain a better understanding of their roles and power as consumers. Students will in turn demonstrate their persuasive skills through the development and execution of group-orchestrated, multimodal public service campaigns that address the local community. As part of 5-member agency teams, students will work with a local non-profit organization to create creative strategies, promotional materials, and a marketing pitch to be presented at semester’s end.

Course Goals

Georgia Tech’s ENGL.1101 course develops students’ understanding, application, and critical awareness of two big ideas: 1) Communication is rhetorical, and 2) Communication is multimodal, or WOVEN (written, oral, visual, electronic, and nonverbal). Through a series of process-driven projects, some of which are individually based and others collaborative, you will gain a deeper understanding of effective and persuasive communication techniques. The theory that you learn and the practical skills that you develop in this course will help you manage the complexity of the university and workplace with communication.

Desired Goals of Service-Learning Component of the Course

Dr. Young wants the students in this course to develop effective professional research and communication skills from their service learning projects as they work toward a better understanding of the power and effects of advertising in contemporary culture. Dr. Young also wants the students to understand how the skills they acquire in the class can help them to engage with and shape the future of their local communities as they contribute to marketing campaigns serving the Georgia Tech and Atlanta communities.
Required Texts


*WOVENtext*. This eBook is the official handbook for Georgia Tech’s first-year composition program. You may purchase it online (http://ebooks.bfwpub.com/gatech) or you may purchase a registration card for it through the bookstore. It will grow and evolve throughout your four years of access.

*WOVENtext* Tech Support can be contacted at 1-800-936-6899

Required Resources

Laptop: Unless directed otherwise, you should bring your laptop to class each day.

Some basic design and video editing software will be of required use in this course. Tutorials will be provided, but it is ultimately each student’s responsibility to learn how to use the tools chosen to employ. The Multimedia Lab and Lynda.com are excellent resources to take advantage of when employing advanced technologies into work. Free downloads of Tech supported programs are available at software.oit.gatech.edu. The gadgets available through the library’s circulation desk might also come in handy – they have everything from video cameras to iPads to tripods, so check them out!

T-Square is going to be the main venue for communication within this course. Please become familiar with T-Square as soon as possible and get into the habit of checking our course site and email regularly. Written work should be created and submitted as Microsoft Word documents with titles that include your last name (e.g. “Johnsonreviewdraft.doc”). Failure to conform to these basic standards may result in point deductions.

Grading Policy

Due dates are provided for assignments on the tentative schedule. Instructions for these assignments will be given to you with plenty of time to discuss them with me or your peers before they are due. Should you have any questions, concerns, or issues about an assignment, you MUST speak with me BEFORE an assignment is due, because ALL GRADES FOR THIS COURSE ARE FINAL. This means that I will not entertain student arguments for grade changes after an assignment is completed. Also, failure to complete any major assignment in the course may result in the failure of the course as a whole. Should you find yourself having trouble, you MUST speak with me BEFORE an assignment is due. I will not listen to any arguments after an assignment is completed. Your work will be assessed holistically according to the programmatic rubric available here: http://b.gatech.edu/1g571M3.
What is Service-Learning?

Service-Learning is a teaching method that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

This course is a service learning course, which means that you will practice the skills you learn in class through service to your local campus and metro Atlanta community. There are four agencies we will be working with this semester:

- VOICE, Sexual Violence Prevention and Response Initiative at Georgia Tech
- SCEIO, Sustainable Communities Educational Initiative Office
- Women’s Resource Center at Georgia Tech
- The Atlanta Beltline

Each organization will meet with its team to outline the message and audience to be addressed.

You will be assigned to a team that will serve one of these agencies, all semester long, based on individual skill sets, interests, transportation and work schedules, outlined on a questionnaire I provide. As a team, you will generate a marketing campaign that includes a creative strategy, a print ad, a :60 public service announcement video and/or a web blog, a social media campaign strategy, and a style guide for all materials created. Each team will orally present their marketing campaign at semester’s end in a PowerPoint driven presentation. The agencies will be in attendance for this event.

Each team will consist of 4 or 5 members (number is approximate until final class register is sorted out.) Each member will have a designated role and responsibility:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Style Guide Unit Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader/Instructor Liaison</td>
<td>intro to style guide and project overview</td>
</tr>
<tr>
<td>Marketing Strategy Coordinator</td>
<td>creative brief and marketing rationale</td>
</tr>
<tr>
<td>Print Production</td>
<td>print ad rationale, tech. details</td>
</tr>
<tr>
<td>Social Media Coordinator</td>
<td>social media rationale, tech. details</td>
</tr>
<tr>
<td>Video/Digital Production Coordinator</td>
<td>video or web blog rationale, tech. details</td>
</tr>
<tr>
<td>Oral Presentation Leader/Client Liaison</td>
<td>style guide conclusion, PowerPoint slides</td>
</tr>
</tbody>
</table>

All team members are responsible for all projects, sharing one grade; the style guide alone consists of 5 written units; each member will be individually graded on execution of the assigned unit.
Major Semester Projects

The Creative Brief 15% of overall grade

Each team will work with the client to create a marketing strategy that will guide all creative production to come. This process will include a team meeting at the Community Partner’s headquarters, in order to acquaint the team with the client’s mission and specific marketing needs.

The Print Advertisement 15% of final grade

Designing a print ad will help you sharpen the campaign’s focus: one concise message and a memorable image.

Your team will design three ads for the client to review; the final creative direction, chosen by the client, will guide the direction of the video/digital project.

:60 Video and/or Web Blog 15% of final grade

Depending on your skills and the needs of each client, this portion of the campaign will be the design and completion of a :60 video message or a web-based blog or site design that serves the campaign.

Social Media Marketing Presentation 15% of final grade

Each team will present the marketing campaign strategy and design along with a developed social media campaign to the class and the attending clients at semester’s end.

Style Guide 20% of final grade: 15% individual unit, 5% final team design

Finally, each team will create a style guide to be turned in to the client and the instructor on presentation day. This guide should be in hard copy and digital pdf version. Each member will contribute one unit to the style guide for an individual grade. The style guide itself will have its own design and completion grade.
Course Grade Distribution

<table>
<thead>
<tr>
<th>Project</th>
<th>WOVEN Multimodality</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Creative Brief</td>
<td>written, visual</td>
<td>15%</td>
</tr>
<tr>
<td>The Print Ad</td>
<td>written, visual</td>
<td>15%</td>
</tr>
<tr>
<td>The Video/Digital Project</td>
<td>written, oral, visual, electronic, non-verbal</td>
<td>15%</td>
</tr>
<tr>
<td>The Presentation</td>
<td>written, oral, visual, electronic, non-verbal</td>
<td>15%</td>
</tr>
<tr>
<td>The Style Guide Individual</td>
<td>written, visual</td>
<td>15%</td>
</tr>
<tr>
<td>The Style Guide Completion</td>
<td>written, visual</td>
<td>5%</td>
</tr>
<tr>
<td>Client Feedback</td>
<td>The client will fill out a performance evaluation for the team after each project turn-in; I, too, will assess each team's performance. Together, these evaluations will account for 10% of each student's final grade</td>
<td>5%</td>
</tr>
<tr>
<td>Instructor Feedback</td>
<td></td>
<td>5%</td>
</tr>
<tr>
<td>Final Portfolio</td>
<td>This is in lieu of a final exam; each student completes a Mahara-based, interactive portfolio composed of a reflective essay on the service-learning experience and 3-4 artifacts generated during the semester.</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

A word about daily class assignments and homework: Within individual project grades for the Creative Brief, the Print Ad, and the Video/Digital Project, 5% of the grade reflects the completion of all drafts and related homework assignments.

Standards for Student Performance

Another important aspect of this class is developing your professionalism. Expect to be held to these professional standards in our class:

- **Respect deadlines.** In the workplace, you will be held to a high standard of making and meeting project deadlines. I do not accept late work unless the student speaks with me about
arranging an extension. I do not guarantee extension, but I often grant them if there is a documented, compelling need that is identified before an assignment is due.

Always respect the deadlines agreed upon with your client. Failure to respect client deadlines will not be tolerated.

- **Do not expect make-ups.** In the workplace, there are consequences for poor performance or incomplete projects. Likewise in our class, you should not expect any make-up opportunities for late or incomplete work. Students who participate in school sanctioned absences (e.g., in-season athletics) are a possible exception, but it is the responsibility of those students to meet with me before assignments are due to discuss and establish a plan for the individual student.

- **Respect your Community Partner.** Please see the Mutual Expectations Agreement at the end of this syllabus. It must be read, printed, signed, and returned to me.

- **Respect your teammates.** Following a workplace example, we will treat our class as meetings. This means that you should not disrupt class with texting, phone calls, or unnecessary computer sounds. Furthermore, you should respect the people who you work with in class on daily assignments or major projects. Give one another your full attention, your attention to detail, and your vast wealth of expertise. In addition, be receptive to constructive criticism and provide it in full measure to your classroom colleagues.

- **Arrive on time for class and stay for the duration of class.** Being late or leaving early can be disruptive and are disrespectful in any situation, especially in the workplace. Students who are perpetually late run the risk of receiving a failing grade in the class.

  **The Client Based Classroom**

The presence of community partners as “clients” distinguishes this course from others you may have taken in the past. These partnerships also create a kind of classroom that may be unfamiliar to you. Community partners are non-profit agencies and small companies that have partnered with the class in a mutually beneficial way. These partnerships are designed to produce usable communication deliverables for the client and to provide students with opportunities to gain hands-on experience with real communication challenges.

A key component in the composition classroom is learning appropriate responses to all rhetorical situations; all communication with your community partner is an exercise in WOVEN communication skill-building. Communication with community partners is an expectation, and the quality of this communication will be assessed throughout the semester. Therefore, it is essential that you engage in conversation with your community partner and team mates around communication expectations.

At the conclusion of each project, the community partner will be completing a client response rubric; this response becomes a portion of your individual grades. A copy of the rubric can be found here: [https://goo.gl/GoKFSb](https://goo.gl/GoKFSb)
Instructor Communication

The best and most efficient way to contact me is by email. Please feel free to email me with your questions about the readings, assignments, or anything else pertaining to the class. I will not discuss grades by email, but I will be happy to discuss student grades in person during my office hours or by appointment. Please feel free to stop by during my office hours, but please send me an email beforehand so that I can prepare appropriately for what you would like to discuss. I will send official announcements to the class by email. Each student is expected to check her or his email before class.

Programmatic and Shared Policies

Go to http://b.gatech.edu/1g571M3 for common ENGL1101/1102 policies on Learning Outcomes, Evaluation Equivalencies, Evaluation Rubric, Attendance, Participation in Class, Non-discrimination, Communication Center, Accommodations, Academic Misconduct, Syllabus Modifications, Week Preceding Final Exams (WPFE), and Reflective Portfolio.

Changes to the Syllabus

This syllabus is a general plan for the course. It might—especially the required readings and assignment schedule—be modified as the semester progresses to meet course outcomes and address the needs/interests of members of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce these changes in class and post them on T-Square. **It is your responsibility to check T-Square regularly to see when readings and assignments are due as deadlines may shift. You are also expected to check your email regularly, since that is the best way for me to pass on certain types of information to you as a group. **

Weekly Syllabus: I keep the weekly syllabus online in a Google document. A link:

https://goo.gl/gwvsQg
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Syllabus/Policy Acknowledgment and Permission Statement

PLEASE READ, SIGN, AND RETURN THESE STATEMENTS BY DAY, DATE.

I affirm that I have read the entire syllabus and policy sheet for ______________ and understand the information and the responsibilities specified.

____________________________________
print name

____________________________________
signature

____________________________________
date

DIRECTIONS: Read carefully and check all that apply.

- I give my instructor, CAROLINE YOUNG, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

- I do NOT give my instructor, CAROLINE YOUNG, permission to use copies of the work I do for this course, as examples in this and other courses, as examples in presentations, and in print and electronic publications.

Please indicate whether you want to be acknowledged if your work is used:

- Please use my name in association with my work.

- Please use my work, but do NOT acknowledge me.

If your instructor decides to use your work, he/she may wish to contact you. Please provide your contact information below:

____________________________________
print name

____________________________________
signature

____________________________________
email address

____________________________________
phone number

____________________________________
print permanent address

____________________________________
print campus address

Date
Office of Leadership & Civic Engagement – *We commit to the following:*

- To connect faculty members with appropriate placements.
- To make presentations to the class about the Service-Learning/Community learning components of the course.
- To monitor placements and help problem solve.
- To evaluate the Service-Learning and Community Partnership experience.
- To assist faculty in planning in-class reflections and discussion.

**Faculty Member—*I commit to the following:***

- To prepare students for Service-Learning by including a definition of service-learning, a description of the service activities, and reflection in the syllabus.
- To connect the learning objectives to the service activities.
- To guide and foster in-class reflections and discussions.
- To evaluate the Service-Learning experience with the Civic Engagement Coordinator.
- To give the final letter grade.

**Community Partners—*We commit to the following:***

- To prepare students for service by providing an orientation, including the big picture of your agency, who you serve and why your agency is needed.
- To provide adequate initial training/direction to the student so that he or she feels comfortable with the assignment and can meet the responsibilities of the service position.
- To provide meaningful tasks related to skills, interests, and available time of the Service-Learning student.
- To help students gain experience and knowledge relating to the course learning objectives.
- To contact the Civic Engagement Coordinator and faculty member should a problem arise with the student’s performance.
- To evaluate the Service-Learning experience with the faculty member and the Civic Engagement Coordinator.
- To provide a safe working environment for service-learning students.

**Service-Learning Students—*We commit to the following:***

- To pursue meaningful learning experiences related to my Service-Learning course objectives by actively carrying out my service-learning project to the best of my ability.
- To be punctual and conscientious in my attendance for the duration of my S-L placement.
- To adhere to all agency rules and procedures.
- To consider as confidential all information concerning other people, employees, and agencies/organizations.
- To notify my professor, the Community Partner and/or the Civic Engagement Coordinator of any problems, emergencies, safety hazards, concerns, or suggestions regarding my activities.

Office of Leadership & Civic Engagement * Georgia Institute of Technology  
Sarah Cantrell Perkins * 404-894-1197 * [sarah.perkins@gatech.edu](mailto:sarah.perkins@gatech.edu)  *www.engage.gatech.edu*

Signature_________________________________________ Date ___________________________