

## ADV 1196: Persuasive Writing

### Instructor information

- Name and email: Anyun Chatterjee, anyun.chatterjee@temple.edu
- Office hours: Wednesdays, 12:00 PM - 1:00 PM, Hank's Cafe (Ritter Hall)

### Course information

- Class time: MWF 11:00 AM - 11:50 AM
- Room: Ritter 104

### Course description

Writing competently and convincingly is perhaps the most important skill you will develop in college. In this course, I will help you develop an understanding of what makes writing *good*, and what makes writing *persuasive*. You will become a better writer by:

- practicing writing
- evaluating the writing of others
- discussing written works and the process of writing with your classmates
- developing ad copy for the product or service of your choice

### Upon completion of this course, you will be better able to:

- Write competently at the collegiate level
- Evaluate, construct, and criticize persuasive arguments
- Work collaboratively to develop written works

### Required materials

There is no textbook for this course. All readings and handouts will be provided on Canvas, and many handouts will also be provided in class.

All students are expected to come to class with only a writing instrument. I will provide you all with notebooks for in-class use only which you do not need to purchase. However, this notebook will remain in my possession outside of class time throughout the semester. I will return the notebook to you at the end of the semester for your records.

All non-medical electronic devices, including but not limited to laptops, cell phones, earbuds, and video game consoles, must be turned off or silenced and placed in your bag or on the desk in front of you. These devices are not to be accessed during class unless directed to do so by me or in the event of a personal emergency. Consistent failure to adhere to this policy will result in being asked to leave the class and a grade deduction.

### Course structure

A typical week will go as follows:

- Monday: begin discussing the topic of the week, possibly with a short writing exercise
- Wednesday: write a short reflection on the assigned reading, then discuss in class
- Friday: exchange typed written works with each other for a group critique

*last updated 1/14/25, please note the syllabus is subject to change during the semester*

## Grading

This is a writing course, and therefore you will only be graded on your writing. However, you will not succeed in this course without attending class or participating in discussion.

All in-class work must be submitted at the end of the class period, and completed in the provided notebook. Failure to return your notebook at the end of class will result in no credit for that day.

All typed submissions are due on Canvas by 5 PM on Thursday and must follow APA formatting via the template provided on Canvas. Failure to follow APA format will result in 5 point deduction.

Late submissions will be accepted until 8 AM on Friday for half credit. Anything received after that will not be reviewed or graded.

All written work will be graded out of 20 points with following rubric:

Rubric Item	1 point <----->	5 points
<b>Structure</b>	Significantly flawed organization, or completely absent argument <----->	Clear thesis statement, at least 2-3 claims which are well defended, and a conclusion which offers additional thoughts
<b>Mechanics</b>	Completely inappropriate word choices, incoherent grammar or punctuation, or poor sentence structure <----->	Excellent use of: grammar, dependent clauses, punctuation, and word choice
<b>Flow</b>	The submission has no sense of unity, or fails to feel like a cohesive written work <----->	The submission reads as a cohesive work, with appropriate use of imagery, metaphors, and rhetoric
<b>Authenticity</b>	The writing offers no point of view, or the author's "voice" is invisible within it <----->	The writing offers a point of view that beautifully reflects the author's own "voice"

This semester you will submit up to 23 written works. Your grade will be the cumulative score of your top 20 submissions, meaning there are 60 extra points in the course. However, you must submit the initial writing evaluation, the midterm, and the final project to be eligible to pass.

Grades will be updated regularly on Canvas and finalized by May 5, 2025. Regrade requests will be accepted rarely and on a case-by-case basis. Course grades are assigned as follows:

**A:** 360/400 or higher  
**B:** 320/400 or higher

**C:** 280/400 or higher  
**D:** 240/500 or higher

**F:** less than 240/400

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## Course schedule

Week of	Monday: Topic	Wednesday (Readings due, in-class writing exercises)	Friday (Typed work due on Thursday at 5pm so it can be reviewed Friday)
January 13	Course introduction	Read: The syllabus	Due: 1 page response to syllabus
January 20	NO CLASS	Come prepared to write: Who are you? What matters to you?	Due: 1-2 page self-introductions
January 27	Rhetoric: Ethos, Pathos, and Logos	Read: Warwick, J. (2022, April 25). Use Philosophy To Be A More Persuasive Leader. Forbes.	Due: Pick an advertisement and discuss the ethos, pathos, and logos of it in 1-2 pages
February 3	Imagination: Stories, Metaphors, Images	Read: The God of Arepo	Due: Pick a product, tool, or object in your home and write 1-2 pages from its perspective
February 10	What's an argument?	Read: Gurevich, A. (2023). Visual Arguments, Media and Advertising.	Due: Write 1-2 pages detailing an argument for why you should, or should not, have to continue writing response essays for this class
February 17	Rhetoric and Imagination (Part 2)	Read: Pound, Ezra (1968). Literary Essays of Ezra Pound. New Directions Publishing. p. 23-26	Due: Revisit the advertisement you wrote about 2 weeks ago and rewrite it as 2-3 pages using Ezra Pound's ideas as well as your previous thoughts and the feedback you received on it
February 24	MIDTERM WEEK		
March 3	SPRING BREAK: NO CLASS		
March 10	MEET IN CHARLES LIBRARY		
	Finding, evaluating, and citing your sources	Read: When and Why to Cite Sources	Due: A 2-3 page reflection on what you found in the library this week <u>with citations</u>
March 17	MEET IN CHARLES LIBRARY		
	Finding, evaluating, and citing your sources (Part 2)	Read (and try out at home): Google Search Operators	Due: A topic or product you'd like to make an advertisement about and 10 sources you will use to learn more about it (template on canvas)

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<b>March 24</b>	Forming a call to action	Read: Steinberg, B. (2005, March 22). "Call to Action" Ads Give Clients Results They Can Measure. Wall Street Journal.	Due: First draft of your advertisement research, including the background on your product, the call to action you want to make, and the claims you want to make as well as the supporting evidence for those claims. 3-4 pages with citations.
<b>March 31</b>	NO CLASS, CONTINUE WORKING ON YOUR FINAL PROJECT		
<b>April 7</b>	Workshopping your ads	Read: The draft assigned to you	Due: 1-2 page feedback on the draft you read
<b>April 14</b>	Workshopping your ads (Part 2)	Read: The feedback you received	Due: Second draft of your advertisement research incorporating the feedback you received
<b>April 21</b>	Watching "Thank You For Smoking"		Due: 2-3 pages on what you learned in this class
<b>April 28</b>	FINAL PRESENTATIONS		
<b>May 5</b>	LAST DAY OF CLASS		

## General course policies

### Participation, attendance, and tardiness

Excessive and habitual tardiness, or failure to show up to class consistently will result in third-grade deductions (ex. A → A-). There are 42 class meetings during the semester and you are expected to be in attendance and on time for at least 38 class meetings before grade deductions are made. If you miss more than 4 classes, documented excuses are required to prevent grade deductions. If you will be unable to meet this expectation, please reach out to the instructor as soon as possible.

### Professionalism

College education should prepare you for a fulfilling professional life. Your ability to maintain a work life balance is crucial for that goal. Therefore, you are encouraged to read, write, and communicate with classmates and the instructor *only between 9am and 5pm, Monday through Friday*. The instructor will respond to emails during this time, and may take 3 business days before responding.

### Incomplete grade policy

Incomplete grades will be granted only in rare circumstances and require the approval of the instructor. Students who have not completed all the requirements prior to the last day of class will need to talk with the instructor about how this will be rectified.

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### Academic honesty and plagiarism

You are expected to do your own work and any form of academic dishonesty—plagiarism and cheating—is as unacceptable in this course as it is across the University and throughout higher education. Plagiarism is defined in the Bulletin as “the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance.”

### Use of generative artificial intelligence

Acceptable uses of Generative AI (ex. ChatGPT, Snapchat AI, Gemini, Copilot, Midjourney, etc.) is *limited to only the following cases:*

- Ideation - you may use generative AI to understand, develop, or iterate on ideas. AI can be a wonderful way to find a starting point when you do not know how to approach an assignment, and I encourage you to do so when needed.
- Formatting - you may use AI tools if it is helpful to generate citations and assist with the visual presentation of your original works. However, it is always your responsibility to ensure the results are correct and that your work is of acceptable quality to you.

*AI may never be tasked with independently writing any part of any assignment.* Doing such, even with attribution, constitutes academic dishonesty and will result in a failing grade.

### Disability disclosure statement

Any student who has a need for accommodation based on the impact of a documented disability, including special accommodations for access to technology resources and electronic instructional materials required for the course, should contact the instructor privately to discuss the specific situation by the end of the second week of classes or as soon as practical.

If you have not done so already, please contact Disability Resources and Services (DRS) at 215-204-1280 in 100 Ritter Annex to learn more about the resources available to you. We will work with DRS to coordinate reasonable accommodations for all students with documented disabilities.

### Student and faculty academic rights and responsibilities

Please refer to Temple University's Recommended Statement. The University's policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) can be accessed through at: <http://policies.temple.edu/getdoc.asp?policy=03.70.02>.

### Technology usage policy

Read Temple University's Technology Usage policy which includes information on unauthorized access, disclosure of passwords, and sharing of accounts. The Temple University Technology Usage Policy can be accessed at <http://policies.temple.edu/PDF/84.pdf>

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