

W-COURSE CERTIFICATION REQUEST

Comment [ACS1]: Draft 3 for Shane Gunster.
CMNS 323-4W
Revised May 21 2008. C. Gibson

Thank you for your interest in planning and offering a Writing-Intensive (W) course. Writing-Intensive courses help meet Simon Fraser University's commitment to the education of undergraduate students as defined by the new curriculum. This form is intended to:

- determine whether proposed or existing courses meet the W criteria;
- estimate the number of W seats available to students;
- assist faculty to think through the elements of a W course

FUNDING NOTE: *Courses approved for W certification will receive additional instructional assistance funds (extra TA support) at a rate of \$75 per enrolled seat in the semester in which a W course is offered, disbursed to Faculties and then distributed to Programs. Course development funds are no longer available.*

This form is divided into TWO sections:

- Section I** requests instructor, program and course information;
- Section II** requests detailed course content information.

Please contact Susan Rhodes at slrhodes@sfu.ca or Local 3312 if you have any questions about completing this form. Completed forms can be sent either electronically to the email address above or through campus mail to Susan Rhodes, Curriculum Office, VP Academic.

Course Title: Cultural Dimensions in Advertising

Course # (if known): CMNS 323-4

Is the course (double-click the applicable box, select "checked" from the Default Value and click "OK"):

- a new course?
- a modification of an existing course to meet the W criteria?
- a course that has previously been piloted as a W course?
- an existing course that fulfills the W criteria for certification?

To be considered, this form must be approved by the Chair/Director of your program and by the Associate Dean of your Faculty. Please have them sign off as noted below, or send an email confirmation to slrhodes@sfu.ca

Chair/Director: _____ Date approved: _____

Associate Dean: _____ Date approved: _____

Section I

INSTRUCTOR/PROGRAM INFORMATION

Name of Instructor(s): Shane Gunster

Department: School of Communication

E-mail: sgunster@sfu.ca Telephone: 778-782-6916

If not the instructor named above, who will develop or revise the course? _____

Familiarity with W courses

Has the instructor(s) previously taught a writing-intensive course? (Please specify.)

No.

Has the instructor(s) attended any writing workshops? (Please specify.)

The instructor has not attended any writing workshops at this time. The W proposal was developed in collaboration with the FAS W Coordinator (Chantal Gibson) to ensure all W criteria are met. The course instructor and TAs will receive writing & feedback training during the course redevelopment process. Course specific writing and teaching support will be available during the delivery of the course.

If the course has multiple instructors, how will the department ensure there is a consistency of instructional approach and that the varying course content will routinely meet the W criteria?

The course has one instructor at this time. The course redevelopment process will ensure that all writing tools, grading criteria, and sample exercises are made available to all instructors and TAs.

COURSE ENROLMENT AND OFFERING INFORMATION

If this is a new or modified course:

- when will it first be offered? _____
- how often will it be offered? _____
- what is the expected enrolment per offering? _____

If this is an existing course:

- how often is it offered? Spring & Summer
- what is the current average enrolment per offering? 75-100
- what is the expected enrolment increase, if relevant, with W designation? _____

The School of Communication needs more upper level W Courses. Added enrolment inside (and possibly outside) the school can be expected.

Section II

THE W CRITERIA

1. Students have opportunities to use writing as a way of learning the content of the course and are taught to write in the forms and for the purposes that are typical of disciplines and/or professions.

Writing is not used simply as a medium through which students can be evaluated on whether they have understood course material. Rather, students are given opportunities to use the process of writing as a way of exploring and critiquing complex concepts and coming to understand them. They are also given instruction and practice in writing in such disciplinary forms as lab reports, literary analyses, or policy briefs.

2. Examples of writing within the disciplines are used as a means of instruction about typical structures, modes of reasoning, styles of address, and the use of technical language and of evidence.

*As part of the engagement with and instruction in writing, students read samples of typical forms of the writing in their discipline, not only for **what** they say but **how** they say it and what that means for them as writers who need to produce such texts themselves. To this end, they may analyze various kinds of texts in the discipline, focusing on matters of structure, logic, style, and evidential support and learning to recognize how successful writers use strategies that will meet the expectations of their readers.*

3. Students receive appropriate feedback and response to their writing that is based on explicit criteria and is directed at improving the quality of their writing.

One of the fundamental means by which all writers improve their writing is through response intended to assist in improvement. Such response, however, is more likely to be understood and acted upon when students know what is expected of them. They need to be well informed about what will receive comment, how and by whom comment will be given, and what qualities and characteristics in their writing will be reflected in the grades received. The criteria on which writing an assignment is evaluated should be clearly expressed in writing when the assignment is given and should coincide with the analyses of the features and goals of academic and disciplinary discourse (as discussed in Criterion 2).

4. Revision is built into the process of writing for formal assignments, usually in terms of revisions of the same paper, or alternatively, in revisions accomplished through successive similar assignments.

W courses acknowledge that writing is a process. Writing instruction will typically include instruction, assistance, and practice in all stages of the process, from initial brainstorming or other idea-generating strategies through organization, drafting, revising, and submitting a completed paper. These techniques not only assist in making a final paper worth reading, they also mean that students rethink what they are saying about a topic and are more likely to get it straight in their minds and on the paper. If successive similar assignments are employed, the characteristics being marked in each assignment should be explicitly identified and show that there is a planned, cumulative effect on students' development as writers over the course of the semester. Through revision, students have opportunities to make use of the responses described in Criterion 3, thereby enhancing their evolving knowledge and skills. This criterion assumes a process that includes responding to drafts; it does not assume, in the interests of not increasing workloads, grading drafts nor giving further extensive feedback on revised work. It also assumes that response and marking will not be left entirely to TAs but that some will be done by, and/or carefully guided by, instructors.

5. At least half the course grade is based on written work for which students receive feedback (see Criterion 3).

*The feedback received may be either before revising an assignment or on a succession of similar assignments (see Criterion 4). Writing on which no feedback is received by the student (including such things as essays in final exams) **is not** included in the calculation of this 50 percent. The grade for written work encompasses all aspects of the assignment; it does not distinguish effective expression from knowledge of content as evident in the written work.*

INSTRUCTIONAL ISSUES

1. Please give a one-paragraph description of the content and overall format (lecture, seminar, tutorial etc.) of the course.

In this course, our primary objective is to critically explore contemporary advertising as it connects to larger questions of society and culture. Our focus will *not* be the ‘nuts and bolts’ of the advertising industry, nor will the course teach students how to create advertising campaigns or design marketing strategies. Instead, we will draw upon different *critical* theories and empirical research methods as a means of reflecting upon the broader social and cultural dimensions of advertising.

The course is organized around a series of **weekly themes** that will be explored in lectures, readings and tutorial discussion. The course begins with an introductory discussion of how advertising is both reflective and constitutive of a postmodern social and cultural environment. We then examine some of the dominant characteristics of postmodern advertising campaigns using case studies of the representation of capitalism, the appropriation of natural imagery and the construction of ‘postmodern’ brands. In the latter half of the course, we broaden our focus beyond advertising texts to consider themes such as advertising and the public interest, the commercialization of children’s culture, political advertising, globalization, consumer research and new media.

2. What writing will students do as a way of learning the content of the course?

Students will have opportunities to use writing as a way of learning the content of the course through low-stakes (few or no marks) and higher stakes (10 marks and up) writing assignments. Students will be taught to write in the forms and the purposes (critique/review, analysis, research writing) that are typical to the discipline and related areas. Students will practice appropriate styles of argumentation and evidence, modes of reasoning (critical inquiry, critical analysis and elements of rhetorical structure, including logic and persuasive language), styles of address and conventions, and audience awareness. Students will be given explicit criteria for each writing activity, including overview, process, guidance, expectations and grading.

Students will receive appropriate response to their writing from instructors, TAs and peers. Revision will be built into the writing process for the formal assignments. Low-stakes writing activities are designed to support and scaffold the writing of higher-stakes assignments. Students will be required to write a two-minute paper in each lecture. Each short writing activity will ask students to *explain, define, summarize or explore* a key concept that has been discussed in the lecture. Students are asked to revisit these concepts in the higher-stakes assignments, to explore and research them in more detail.

As well, a **two-minute paper** will ask students to analyze the representation of nature (or capitalism) in an ad. Students will write their responses on 4x6 cards and hand them in after class. The instructor will review the cards and provide oral feedback to students at the start of the following lecture. This brief discussion provides the instructor an opportunity to evaluate student knowledge and understanding and to clarify the concept and process of analysis in preparation for the high-stakes assignment. The **Critical Ad Review** provides students with the opportunity to apply the same type of critical analysis to some other theme(s) represented in their chosen ads (eg. power, justice, democracy, technology, science, etc).

An Sample Assignment and Grading Overview has been provided below:

CMNS 323-4W Assignment & Grading Overview

Component	Value	Due
Tutorial	20%	
Critical Ad Review	5%	Week 5: Submit 2 page Draft w Working Bibliography
	20%	Week 6: Submit Final Draft
Research Essay	10%	Week 9: Submit 2 page Proposal
		Week 10: Peer Review of First Draft
	20%	Week 11: Submit Final Draft
Take Home Exam	25%	Week 14
Two Minute Papers: Bonus	1%	9-10 Completed
	2%	11-12 Completed

3. Please list and explain the type(s) of formal written assignments and instructional methods you propose for this course by responding to the following items:

- a. How is the form(s) of the writing used in the course typical of the discipline or profession? How does writing contribute to learning the course concepts and ways of reasoning?

The two-minute writing activities (1-2%) take the form of short *responses*. Professional communicators of all kinds must be able to explain, summarize, describe or define ideas to and for themselves BEFORE presenting those ideas to colleagues, executives, and clients. These activities help students learn and evaluate their understanding of course concepts. As well, they help students to understand writing as a thinking process—how ‘thoughts on paper’ can be refined into clear and confident arguments.

The Critical Ad Review (25%) takes the form of a *persuasive/opinion paper* which explores three or more advertisements through a thematic lens presented in the course (ex: democracy, food/nutrition, work/labour or home). Students are asked to consider a list of critical questions to generate (invent) issues for discussion and to compose (arrange) a written response that explains *how* the ads – as a cultural text – shape the conceptual and discursive field through which these themes take on meaning and emotional significance. The following are questions designed to help guide students in the conception and execution of their paper:

- How does advertising represent the theme you have chosen?
- How does advertising reflect upon the broader ideological implications that (may) arise from that representation?
- How do the ads affect the way in which we – as a society – think and feel about the theme you have chosen?)

Professional communicators must be able to recognize their work as applications of their own critical thinking and communication processes. The Critical Ad Review activities (invention, analysis, compare and contrast, synthesis) help students to learn and to evaluate their thinking and writing processes.

- b. What methods will you use to instruct the students on how to write for the assignments and the course?
 - i. *Lecture and Tutorial instruction*: The purpose of the writing activities, the processes for composing/revising them, and the grading criteria are discussed in lectures and tutorials. Writing is discussed as a professional practice, but it is also used as the *vehicle* for communication, to explore and demonstrate critical thinking and promote discussion in the classroom. For example, *Peer Review* provides feedback to students writers AND promotes class discussion around academic writing.
 - ii. *Modeling*: Strong examples of student writing will be selected and shown to the class. Students will be asked to look at the strengths of the selected works and to consider “trying them on” or modeling the practices in their own assignment (portfolio) revisions. Examples of weak writing are *based* on student work but are not actual samples of student work. They are constructed by the course designer/instructor to look familiar to and representative of student work—without the possibility of alienating any students.
 - iii. *Annotated Samples*: Samples writing and student assignments with annotated feedback will be used illustrate and explain genre, conventions, argument with respect to audience expectations.
- c. How does each assignment relate to the previous one and build on it or lead to the next?

Scaffolding low-stakes to high-stakes: As noted in Question 2, **two minute papers** will be used in each lecture to help students better understand key concepts presented in the lectures. These quick-writes provide the instructor an opportunity to evaluate student knowledge and understanding and to clarify key concepts in preparation for the high-stakes assignments. Both the **Critical Ad Review** and the **Research Paper** will ask students to research and explore these key concepts within the context of the larger assignment.

Scaffolding high-stakes to high-stakes: The **Critical Ad Review** writing process activities (invention, analysis, compare and contrast, synthesis, etc.) help students to learn and to evaluate their thinking and writing processes. Students will return to these activities in the **Research Paper** writing process. As well, the drafting, feedback, and revision process from the first assignment prepares student for the peer review and revision process in the second assignment.

- d. Will students get feedback or response of some kind to their assignments and if so, when and how? How do you plan to make your criteria explicit?

Students will receive **written and or oral feedback** from Instructors, TAs and or Peers (within 1-2 weeks) on the following writing assignments:

- a. Two minute-papers: oral feedback will be provided
- b. Critical Ad Review: written feedback will be provided on a 2 page critical analysis of 1 of the 3 ads to be reviewed in the final paper
- c. Research Paper: written feedback on a 2 page proposal/review of one (of the five) academic sources for their final paper and students will provide and peer review of first draft

Grading Criteria and Marking Rubrics will be used to make assessment and evaluation criteria explicit for ALL individual assignments and peer activities. Below is a draft version of a peer review activity that will be used to support feedback and revision during the Research Report writing process and teach students how to provide constructive feedback on colleague writing.

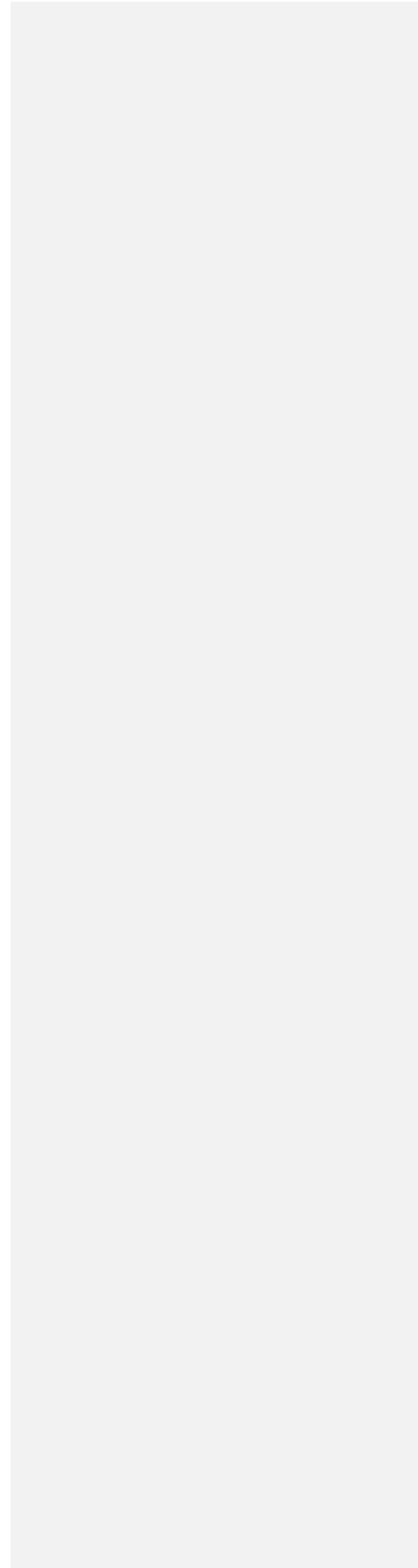
CMNS Peer Review Feedback Sheet (Draft)for Research Paper

Essay Author and Title: _____	Essay Reviewer: _____
A. General comments	
1. The strongest elements of this paper are _____	
2. This paper could be improved if _____	
B. Content	
1. Is the analysis convincing? Are the author’s arguments and claims adequately supported by evidence? _____	
2. Are there sections and arguments within the paper that require additional clarification or discussion? _____	
3. Does the essay clearly identify a research thesis/question? Does the essay effectively synthesize material from the articles to answer this question (rather than simply providing an article-by-article summary of each source)? _____	
C. Structure	
1. Does the introduction engage the reader’s attention and map out the main arguments to come? _____	
2. Does the paper develop a logical and coherent argument? Is there continuity between paragraphs? Is there repetition within and between paragraphs? _____	
3. Does the author use a minimum of 5 scholarly journal articles? _____	
4. Does the conclusion offer a concise summary of the paper, emphasizing its main critical arguments? _____	
5. Are there any persistent problems with spelling or grammar? _____	
6. Are sentences concise? Do they clearly communicate the author’s meaning? _____	
7. Are individual paragraphs effectively organized around a single main idea or theme? _____	

Below are two marking rubrics designed for the Critical Ad Review.

Sample Analytical Marking Rubric for Critical Art Review

	Criteria	Emerging (1-2 pts) Developing (3 pts) Mastering (4-5 pts)	Feedback
CONTENT 10%	Chooses and clearly states an appropriate thematic area.		
	Interprets a variety of ads to determine a common representative theme.		
	Focuses analyses on relationship of ads to broader representations of the specific theme.		
	Engages with concepts and ideas in course readings, using the concepts to interpret the ads.		
	<add criteria as needed>		
ANALYSIS 10%	Presents a strong and concise thesis statement.		
	Identifies and analyzes important features of the argument.		
	Presents arguments that are coherent, organized, and connected by clear transitions.		
	Supports arguments and claims with credible evidence.		
	<add criteria as needed>		
FORMAT 5%	Uses language that clearly and effectively conveys ideas.		
	Writes with clear sentence and paragraph structure.		
	Provides a concise and engaging introduction, and concludes with a clear, concise summary of the arguments.		
	Writing shows a logical flow of arguments.		
	Cites all references using proper APA conventions.		
	Writing is free of spelling and grammatical errors.		



Sample Holistic Rubric for Critical Art Review

Grade	Criteria
A (21 – 25 pts)	<p>Your assignment presents a strong and concise thesis statement, and arguments that are coherent, organized, and connected by clear transitions. A typical assignment in this category exhibits the following characteristics:</p> <ul style="list-style-type: none"> • Identifies and analyzes salient features of the argument, and supports arguments and claims with credible evidence. • Engages with concepts and ideas in course readings, using the concepts to interpret the ads. Focuses analyses on relationship of ads to broader representations of the specific theme. • Provides a concise and engaging introduction, and concludes with a clear, concise summary of the arguments. • Writes with clear sentence and paragraph structure, and uses language that clearly and effectively conveys ideas. • Writing is free of spelling and grammatical errors, and all references are cited using proper APA conventions.
B (17 – 20 pts)	<p>Your assignment presents a good thesis statement, and arguments are coherent, organized, and connected by clear transitions. A typical assignment in this category exhibits the following characteristics:</p> <ul style="list-style-type: none"> • Identifies and analyzes relevant features of the argument, and supports arguments and claims with credible evidence. • Refers to concepts and ideas in course readings in relation to the ads. Shows some analysis of the relationship of ads to broader representations of the specific theme. • Provides a concise and engaging introduction, and concludes with a clear, concise summary of the arguments. • Writes with clear sentence and paragraph structure, to convey ideas with reasonable clarity. • Writing is mostly free of spelling and grammatical errors, and all references are cited using proper APA conventions.
C (14 – 16 pts)	<p>Your assignment does not present an adequate thesis, and provides only a reading of the ads' success or failure. Does not reflect on the broader effects to society. A typical assignment in this category exhibits the following characteristics:</p> <ul style="list-style-type: none"> • Does not identify or analyze most of the important features of the argument. • Reasons poorly, or offers little credible support for claims. • Refers to concepts and ideas in course readings, but only summarizes or critiques the readings. Shows little analysis of course concepts in relation to the ads. • Makes occasional major errors or frequent minor errors in sentence and paragraph structure, grammar, usage, or mechanics. Does not adequately follow APA referencing guidelines.

D (12.5 – 13 pts)	<p>Your assignment demonstrates serious weaknesses in analytical writing skills. A typical assignment in this category exhibits the following characteristics:</p> <ul style="list-style-type: none"> • Does not present an argument based on logical analysis, but may instead present the writer’s own views on the subject. • Reasons poorly, or does not develop clear or organized arguments. • Fails to integrate concepts and ideas from the course readings. • Contains numerous errors in sentence and paragraph structure, grammar, usage, or mechanics that interferes with meaning. Does not follow APA referencing guidelines.
F (0 -12 pts)	<p>Your assignment demonstrates fundamental deficiencies in analytical writing skills. A typical assignment in this category exhibits the following characteristics:</p> <ul style="list-style-type: none"> • Provides little evidence of the ability to understand and analyze the argument. • Provides little evidence of the ability to develop an organized response. • Fails to integrate concepts and ideas from the course readings. • Has severe and persistent errors in language and sentence structure. • Does not follow APA referencing guidelines.

- d. If students do not revise a complete paper after getting instructive feedback on a draft, please explain how the successive writing assignments or the essay component of a mid-term exam would accommodate the criterion for revision?

Critical Ad Review: Students receive written feedback on a 2 page critical analysis of 1 of the 3 ads to be reviewed in the final paper. This mini-draft provides students the opportunity to compose a key component of the final paper and to receive extensive feedback to support the final draft.

Research Paper: Students receive feedback on two components of this paper—the 2 page proposal/review of one (of the five) academic sources for their final paper and peer review of the first draft.

- j. Is at least half the course grade based on the written work/assignments?

Yes.

DISTANCE EDUCATION OFFERINGS: NOT OFFERED

If this course is also offered by Distance Education, please respond to the following questions:

- How do the pedagogy and evaluation methods for the DE section of the course differ, if at all, from the on-campus sections of the course?
- Is the course supervisor the same as the instructor of the on-campus offering?
- What involvement does the course supervisor have in providing instruction on writing?

MARKING AND RESPONDING

Who will read and respond to student writing? Instructor_____ TA/TM_____ Peers_____ All **X**_____

If TAs/TMs or Peers will be responsible for marking, please explain what you will do to ensure that:

- TAs/TMs and/or Peers are trained to respond to specific writing assignments
- Marking and grading are consistent
- Marking and grading are monitored by the instructor

The evaluation criteria, marking rubrics, and grading expectations are provided for students, instructors and teaching assistants. For example, students are provided a detailed marking rubric for each high-stakes assignment they write. Students are required to use them as learning tools (worksheets and/or checklists) throughout the drafting process to note their strengths and areas for improvement. Students are also given peer feedback sheets that provide them with critical questions to ask themselves when giving feedback to their colleagues.

To ensure consistency across all sections of the course, all instructors and TAs will use the same grading criteria. As well, FAS W support will be provided to the course delivery team before classes begin AND during the term.

