

Rhetoric in Advertising Project

Groups: three-four

Due: December 6th, 11:59pm

Turn in: Outline and video should be uploaded to Google Classroom under ONE person's name, with everyone else's names written in the comments.

Question:

How can you use rhetoric to effectively sell a product, service, or idea?

Task: As a group, you will create a product, service, or idea to advertise. The product/service can be anything you want, real or imaginary, useful or ridiculous. The more important part is how you choose to sell it: you must use different techniques in order to create ethos, pathos, and logos and ultimately sell your product. Don't forget to consider your author, audience, and purpose!

Graded Product: You will sell your product/service through a video commercial/campaign. You will need at least one person in your group to have a smartphone that can record and edit the video. **Final video should be 30 seconds - 2 minutes.**

Requirements:

- Your commercial should have an evident **author**
- The **point of view** of your author should be clear
- Your commercial should address a specific **audience**, and it should be clear who that audience is from the commercial
- Your commercial should have a clear **purpose** (to sell, to get donations, to get new customers, etc.)
- Your commercial should utilize at least **four different rhetorical strategies** (do you try to relate to the audience? Are you giving them facts and statistics about how well your product works? Did you associate your product with a particular emotion that your audience might want? etc.)
- Those four strategies must fall into at least **two different categories of rhetoric** (ethos, pathos, or logos. In other words, you can't make all your strategies fall under one type of appeal. Mix it up!)
- Everyone should be in the video (physically or voice over)!

Use the outline on the next page to guide you!

(Have the most responsible person share this document with everyone in the group. Everyone should type into this ONE worksheet)

Bring your own supplies! Talk with your group and decide who needs to bring what. This could be costumes, props, a prot-type of your product, etc.

NOTE: You are not being graded on how great your invention is or how funny your commercial is (although funny never hurt anybody!) Make sure that you are addressing the focus skills: author, audience, purpose and use of rhetorical strategies to sell your product.

You will present to the class!

Define the Author and Purpose:

Author: What is your company's name?	
Point of View: What is their mission statement. What do they want to accomplish with their product? (This should be a life goal)	
Purpose: what is your company ultimately trying to accomplish? (To sell, to get a vote, to get repeat customers, etc.)	
Audience: Who is your target audience? What will you do to appeal to this audience?	

Persuasive Techniques:

	Name four techniques that you used in your ad to accomplish your purpose:	Determine if this is ethos, pathos, or logos (must have one of each!)	How should this make your audience feel/think, and ultimately how will that make them do what you want them to do (purpose)?
1			
2			
3			
4			

Commercial Project Standards-Based Rubric

AZ CCR Standards	9-10.RI.6--- Analyze how an author uses rhetoric to advance a point of view or purpose.		9-10.W.4--- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
Targets (Skills assessed)	There is a clearly defined author with a point of view that guides all other creative choices	Makes intentional decisions to create strong rhetorical appeals (ethos, pathos, logos).	Clearly explains the intended impact of each rhetorical decision on the audience	Clearly explains how each rhetorical decision helps achieve the purpose	Aesthetics : work is coherent, creative, and professional.
highly proficient	4 Author is defined by the group and all creative decisions are explicitly connected to the author's POV	4 Use of all four rhetorical strategies is clear, intentional, and strong..	4 Clearly identifies how the rhetoric would make the audience think/feel/act and references specific scenes/quotes from the video to justify.	4 Clearly identifies how the rhetoric would help achieve the purpose and references specific scenes/quotes from the video to justify	4 Interesting and creative use of video editing abilities (music, visuals, etc.)
proficient	3 Author is defined by the group and all creative decisions are connected to the author's POV	3 All four rhetorical strategies have been used correctly	3 Identifies how their rhetoric would make the audience think/feel/act.	3 Identifies how their rhetoric would help achieve the purpose	3 Video is edited and story line makes sense.
partially proficient	2 Author is defined by the group but it is unclear how creative decisions are motivated by that author's POV	2 There is an attempt at rhetorical strategies though there may be some errors OR some appeals are missing or incorrect	2 Attempts to explain how their rhetoric would make the audience think/feel/act but it is vague or generic.	2 Attempts to explain how their rhetoric would help achieve the purpose but it is vague or generic.	2 Storyline makes sense most of the time.
minimally proficient	1 Author is somewhat defined but there is no connection to POV	1 strategies were not intentional: rhetoric seems random or incorrect, but at least one appeal is used	1 Attempts to explain the effect but it is incorrect. They may summarize instead of analyze or the analysis may be vague.	1 Attempts to explain how it would achieve purpose but it is random or confusing.	1 Video shows little use of design: scenes may be strung together un-artfully. May be hard to hear.
missing	0 missing	0 missing	0 missing	0 missing	0 missing
Comments:					
	Reading Score		Writing Score		
TOTAL:	/8		/12		

