Intended Audience:

This lesson is intended for students taking the AP Language and Composition class in their junior year. This is a highly competitive group of students who are preparing to take the AP exam in May. This will be the first class they take in English that is Advanced Placement and they will spend the year focusing on the different ways rhetoric is used.

Graphic Design:

**Headline Logo** - In the banner of each webpage I created a .png file that has the title of the unit, my name, and course information. I made the title, “Rhetoric in Advertising” in a larger font with a drop shadow so that it would stand out against the banner design.

**Logo Quiz** - For this graphic, I used *American Alphabet* (Cody, 2000) to create an introductory quiz for the students. This image contains each letter of the alphabet cut out from common company logos. I wanted to be able to provide the answers to which company they belonged to, so I edited the graphic and left space between each line. I created a duplicate graphic that included the company name under each logo and applied rollover qualities to the graphic in Dreamweaver. As you move your mouse over the image, the new text appears. This will hopefully spark discussions in the class about what made each letter so recognizable, leading into each of the mini-lessons.

**Lesson Activities Graphic** - On the homepage, a box of four images serves as a link to each of the assignments in the unit. The images used were taken from Shutterstock Images and I used Fireworks to crop the image and apply text. The text for each image contains the title for the assignment and it needed a black drop shadow in order to stand out on the image. These images show up individually again at the start of each lesson to indicate that an assignment is approaching. They also are used on the Teacher Page as a link to the separate lesson plans created for each assignment.
Typefaces Graphic - This image was created to inform students about eight different typefaces (Lohr, 2008, pp. 210-246). Each letter of the word “typeface” uses one of the different typefaces and is in a large font size down the left side of the page. A red solid line is used to separate the letter from the instructional materials. I chose to also use the typeface being explained in the headline of each section so there is more than one letter for the student to see an example of. I chose four to five key characteristics of each font to include in each box.

Sell the Soda Graphic - This graphic was created as a checkpoint for students to apply their typography skills to selling a product. The image was created in Fireworks and is a combination of text and images. I chose the image of the cold soda without a label to allow students a blank canvas for the label choice they would use. The stock image of the soda from Shutterstock should help students to visualize characteristics of the soda that need to come across in the font. The background color is a light blue and purple mix so that the darkness of the image and font will stand out more. A question is posed to the students at the top of the graphic. On the left side of the soda there are hints about what they should be considering when choosing a type. I tried to help students visualize the meanings of the words through their appearance. On the right side of the soda are different options of typeface and typography qualities for the student to choose from as the new label.

Next Button - The Next Button graphic I created appears on each of the main lesson pages to move students along through the unit. I edited the number of arrows and colors in Fireworks to compliment the background colors of the website.

Color Psychology in Advertising Graphic - This graphic on the Colors page is an instructional graphic that will be used to inform students of how colors affect the psyche of consumers. I used a white background for the image so that the different colors would be easily visible on the page. I created sales tags in Fireworks and changed the fill color and transparency for each of the colors I wanted to address. Within each tag I found three logos that used that color predominately and wrote an explanation for how that color is intended to affect consumers on logo designs. This will be helpful resource for the students to use when completing the Colors At Work assignment.
Propaganda in Advertising Graphic 1 - The first image on the Propaganda page uses 3D men images from stock photos of Shutterstock to help visualize each of the propaganda strategies. Being able to connect an image to a concept helps to improve memory retention, so I searched for graphics that could be related to the concept I was trying to teach. I wanted to use the 3D men for all of the strategies for consistency. The title, “Propaganda in Advertising” is done in a font called *Horseshoes and Lemonade* that I downloaded from [www.dafont.com](http://www.dafont.com). I chose this because it looks like each letter is on a flyer and it made it appropriate for the magazine propaganda hunt the students were going to do for the assignment. I used the same font in positive space for the headlines of each strategy. A basic sans serif font was selected for the longer text for readability of the propaganda descriptions. I kept the white background so that the images blended into the page and so that the only color was in the image to help students retain the image in their mind.

Propaganda in Advertising Graphic 2 - The second graphic on the Propaganda page helps to explain the three remaining strategies needed for the unit. I created a light blue border around the image that shares a color with the first Prozac advertisement. I used kerning to help improve the readability of the title and spread across the top headline of the image. After conducting a Google Search of advertisements, I found three that fit in with the strategies I was trying to teach. I posted the image on the left side and used black arrow lines to point directly where that strategy was being used. The strategies listed were created in all capitals and with an orange drop shadow to add emphasis to the name of the strategies being studied. Three bullets under each strategy helps to explain what the arrows are pointing at and the basic requirements for classification of that type of propaganda. Because there seemed to be a lot of white space left on the page, I added the horizontal line with the shopping cart to break up the three explanations. This graphic will also be a helpful resource in completing the Propaganda Hunt assignment.

Critical Consumerism Graphic - The Adbusting Page in the unit contains the synthesis image *Critical Consumerism* to show students an example of a complete rhetoric in advertising analysis. The color choices in the graphic all matched the colors that were included in the actual Newport advertisement that was being used for analysis. I added the numbered stickers to the ad to point students in the right direction for where each rhetorical strategy was being used. To the right of the image, large numbered stickers indicate which strategy is being
discussed (typography, color, or propaganda), and then there is an explanation for how this applies to this specific graphic under each title. I made sure to keep everything aligned and organized to avoid a clutter of information. Students can use this as a guide for when they have to analyze the advertisement they choose from their propaganda scrapbooks.

**Adbusting Example Graphic** - This graphic contains a definition of adbusting on the top. I felt it was necessary to provide this here so students were clear of what their expectations were for the task. Underneath on the left hand side there is the Newport advertisement again. To the right of that will be an example created that reveals the truths of the cigarettes that the company doesn’t want you to notice. This image will be a parody of the actual ad. Instead of using the bright colors, “dirtier” colors will be used to symbolize the effect smoking has on your lungs, teeth, and skin. The font choices were changed to one that looks more sickly. The image used is a man wearing an oxygen mask (stock photo taken from Shutterstock Images) that contrasts the fun, exciting life of the snowmobilers in the opposing image. In order to imitate the Newport graphic I added cigarette smoke in place of where the snow was. This graphic serves as an example for students to use as a guide when creating their own and is the culmination of all three rhetorical strategies taught in the unit.

**Design Process:**

The webpages created for this unit were made in Dreamweaver. A free CSS template called “Magic Color” was downloaded from [www.templatemo.com](http://www.templatemo.com) for each page. The Home page provides a brief overview of the concepts that are going to be taught in the unit, links to each of the four assignment pages, a rollover graphic to engage students into thinking about marketing strategies, and a quotation from Will Rogers about advertising.

After the home page, the next three pages reflect the lessons that are to be taught in the unit. I selected Typography to be the first unit because I wanted to keep everything black and white before getting into the Colors stage of the unit. I thought that this would help in the progression of the unit and that students should concentrate on one aspect of rhetoric in advertising at a time before getting to the culminating activity. The activities on each of these three pages moves from basic application to analysis to synthesis. The focus in the first assignment is on typography; the next page highlights color theory; then there is a section on propaganda strategies; and finally, the culminating activity.
can be found on the Adbusting page. The organization of these lessons moves from part to whole when analyzing and creating an advertisement.

The Teacher Page contains a link to each of the four individual lesson plans. I used the images from the Home Page again here to remind teachers which assignment they may be looking for. While there is a natural progression of skills in the unit, each lesson could stand by itself and by keeping lesson plans and assignments on their own separate pages, I thought it would be more helpful to locate the one skill the teacher wanted to work on. In addition to the lesson plans, the Teacher Page also contains the Unit Outline and Justification Paper.

The last linked tab on the menu brings the viewer to a pdf file that contains the Justification paper.

On each page, I felt it was important to have the banner headline, the menu bar that leads to all areas of the unit, horizontal rules between each graphic or activity to chunk important material, and a footer that contains another set of links to the pages and credits.

References:


