

Application Exercise Two

Due Date: May 1st in my box by 4 pm. No electronic submissions!

Format: One submission per group. Submission must be typed, stapled in the upper left corner and use standard APA or MLA guidelines as discussed on the library link regarding paper formatting. The length of the body of the paper should be 4 pages. This does NOT include the title page, the reference page or any appendices. You also MUST attach a group assessment form with your consensus ratings of how you worked together as a group. Your self-assessment will NOT influence your grade! It simply provides an important time to reflect on how you communicated as a group and gives me some sense of how things went for you.

Purpose: The purpose of this assignment is to foster application of our course material. This effort at application should foster greater understanding of the material and also help you see how all of our course material can be relevant to our lives as communicators.

Keep Your Focus: Be sure that your team has agreed on which assignment to do and that you fully understand the directions and criteria for the application exercise you have chosen.

Options: You have three options for this second application exercise. It is best to pick your team and decide which option as quickly as possible. That will allow you to spend more of your time completing the project, proofreading, taking a draft to the writing center, etc.

Option One: This option is ONLY for those groups that did NOT choose option one for the first application exercise! Choose two films that focus on small group communication and persuasion. Watch the films and then determine what communication concepts (especially from chapters 10 and 11) best explain the communication dynamics in the film. Then watch the films again to more closely analyze the best examples of these concepts in the film. You should offer at least 5 SPECIFIC (with at least two coming from each film) connections between textbook concepts and specific dialogue or scenes in the films. You will likely need to quote dialogue. You do not need to have any outside sources beyond the actual films and our textbook but incorporation of additional sources on communication concepts or credible reviews and commentary on the film will be rewarded if they add to the analysis. Some suggestions for films include *The Flight of the Phoenix*, *12 Angry Men* (there are two versions, you could compare them if you want), *Gung Ho*, *Ocean's Eleven*, *The Sting* . . . and many more!

How I Will Grade The Paper: I will ask the following questions as I grade the paper:

Content: Are the examples insightful and specific? Do they demonstrate mastery of material? Is it clearly the result of group collaboration?

Organization: Does the essay flow logically? Are transitions clear?

Formatting: Is the essay typo free? Is it well-written? Does it follow APA guidelines?

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Option Two: Choose one of the documentaries listed below. Watch it and take notes. Have a thoughtful discussion about the video with your group mates and then craft a paper built around the following issues.

1. What was the basic argument in the documentary—what is it trying to say? (briefly)
2. What were two of the most compelling or surprising pieces of support for that argument and why did each of these seem most powerful to your group?
3. What were your strongest points of agreement and disagreement with the documentary?
4. What two or three questions would you ask the author(s) over lunch?
5. How will you engage media differently in response to this documentary?

Documentary Options:

Affluenza (Historical & contemporary look at impact of advertising and media on consumption)

Killing Us Softly (Focus on women in media)

Merchants of Cool (Focus on MTV and viewable online)

Out Foxed (Focus on strategies of bias in Fox News)

Rich Media/Poor Democracy (Focus on corporate influence on Democracy)

Tough Guise (Focus on portrayal of men in media and social consequences)

Toxic Sludge is Good For You (Explores role of public relations in news and media)

Behind the Screens (Focus on product placement in film and TV)

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Organization: Does the essay flow logically? Are transitions clear?

Formatting: Is the essay typo free? Is it well-written? Does it follow APA guidelines?

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Option Three: This option requires a little more writing than the others but the overall time spent on the activity is about the same. However, be sure to work AS A GROUP on this project if you choose it. I will grade harshly any submission that seems to be simply an assembly of individual essays. This option explores the many persuasive messages that are all around us. Select EIGHT persuasive messages with at least one in each of the following categories: 1) news op-ed (opinion-editorial) piece such as those by John Leo or William Rasberry, 2) a song, 3) an advertisement, 4) a movie. You must then explain in one page how the artifact functions persuasively by connecting it with one of the concepts from our course. For example, you may take a song and show how it uses pathos or show how it contains one or more fallacies. Or you might show how an advertisement follows the motivated sequence. The key is to take good artifacts and connect each of them insightfully with one course concept. You can use each course concept up to two times. The final collection should, whenever possible, have the artifact on one page and the analysis on the facing page so I can look at the artifact while I read your analysis:

Artifact Page	Analysis Page
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Content: Is description and analysis insightful and specific? Does it demonstrate mastery of material? Is it clearly the result of group collaboration?

Organization: Does each essay flow logically? Are transitions clear?

Formatting: Are the essays typo free? Are they well-written? Do they follow APA guidelines?