

## Lesson plan for Week 4: Argumentative essay and how to draft a compelling argument

### Announcement - 5 min

- 1) Reminder: midterm exam – moved to March 21, Wednesday, regular lecture time (no lecture on Friday, March 23; no section this week) – refer to the corrected syllabus on course website
- 2) Research paper #1, already posted
  - Due: First draft is due **to Turnitin** and **to peer reviewers** by email on Thursday, February 22<sup>nd</sup> by midnight; Final draft is due to Turnitin on Thursday, March 8<sup>th</sup> by midnight.
  - Requirements – refer to the prompt section 3 (e.g. news articles attached in the end as appendix, underline thesis, etc)
  - Essay rubrics – explain the scales are there to help them get a general idea of which aspects of the essay could use more improvement relative to other aspects, and that they do not indicate quantifiable scores.
  - Assign peer review groups (2-3 in a group; remind students to exchange emails)
  - The online [research guides](#) provides information about where and how to find Madison, national, and University of Wisconsin-Madison student newspapers. If students have any questions, they could come to TA's office hour, use the "Ask a Librarian" chat option (available until 11pm all nights except Fridays), or come to a service desk at College or Memorial libraries.
- 3) Short essay assignment #1 – common feedback; grades available on Canvas, TA feedback on Turnitin; questions or concerns about short essays?

### Section activities

**Prepared** (5 min. x 2) + **Response speeches** (2.5 min. x 2)– approx. 15 min.

**Discussions** (10-15 min. x 2) – approx. 20-30 min.

**Mini Workshop** on how to draft a good argument & what is a thesis statement– 20-25 min. max  
(Some examples adapted from Booth et al Making Good Arguments)

In a research paper, you make a **claim (a focused argument)**, and support it with **reasons** and **evidence**

**Here are some key building blocks of a good research paper:**

- 1) **Ask an interesting question** – your paper should be organized around a central question, and your thesis should clearly state your *answer* to that question; so ask a good question!
- 2) **High-quality research** – answer that question based on your research (in our case, close reading of the newspaper coverage)
- 3) **Build a strong thesis statement** – your thesis should a) be an *argument*, and therefore it should be arguable (a statement with which one can reasonably disagree (with another sets of evidence); b) provide a structure for your paper; c) be specific enough to be discussed/proven in your paper

### Examples

"In this paper, I will compare and contrast the coverage of the 1967 campus protests against Dow Chemical from A and B newspaper." -- this is not an argument!

“Despite newspaper A having a conservative editorial board in the 1960s, their news coverage of the 1967 Dow Chemical protests was fair in its transparency, balance, and language. Their coverage stands in contrast to newspaper B, which printed news coverage biased against the university administration.”

- A. Transparency in A and B with examples from the text
- B. Balance in A and B with examples from the text
- C. Biased language in A and B with examples from the text

OR

“Despite the fact that newspaper A and newspaper B both used Associated Press wire copy in their initial coverage of the 1967 Dow Chemical protests, their coverage of the events over the following month created two distinct pictures of the events.”

- A. Placement, editing, and headlines of the AP story
- B. An example of a different issue showing how Newspapers A and B usually use wire copy
- C. Other surrounding coverage provides/doesn't provide context

OR

“While white newspapers in the 1960s, such as Newspaper A, focused mainly on white student unrest, black newspapers like newspaper B rendered visible the concurrent protests of black students, while maintaining overall pro-establishment coverage.

- A. Amount of coverage black student protests get in newspaper A compared to B
- B. Evaluation of the coverage in newspaper B
- C. Demonstrating pro-establishment outlook of newspaper B

4) **Topic sentence**: Each paragraph should have a central claim, which lends support to your grand thesis (paragraph coherence)

e.g. Both newspapers presented the event as a story of riot and suggested that there was only one way to view a social issue.

5) **Evidence** -

- Not only present your evidence, you also need to ANALYZE your evidence in the context of your argument (clearly demonstrate HOW your evidence can be used to support your claim)
- Most of the evidence should come from the actual coverage (news articles), not media systems, models, or other things that would require you to go outside of the news coverage for evidence.

6) **Be specific**: Be as specific, concrete as you can; you can almost never be too specific; If your audience has to ask what you mean by something you said on paper, or how something connects to something else in your argument, you're not being specific enough.

e.g. This type of coverage was harmful to democracy. - too general

## Lesson plan for week 12: Media Analysis Essay #2: Evaluating journalism reporting

### Required elements:

1. Main question needs to be addressed in your thesis (and the essay as a whole): **which outlet covered the story better?**
2. 1500-word, five-page, doubled-spaced essay (*first draft due: Fri, December 4 on Turnitin.com*) (do not exceed 1700 words).
3. Bring 2-4 articles from each outlet into your discussion (cite them properly). Use at least 2 authoritative (**non-lecture**) sources.
4. APA citation style throughout (in-text citation and references list)

### Suggested detailed outline and argument development

#### Introduction:

- Provide context to thesis statement (e.g., brief description of the selected news story)
- State the grand thesis:  
**“Outlet A covered the story better than outlet B, because reason (journalistic standard) 1, reason (journalistic standard) 2, and reason (journalistic standard) 3.”**

When we evaluate anything (whether it be food, movies, books, etc.), there needs to be a set of standards or principles, based on which these things can be fairly, substantially, and reasonably be assessed of quality. Therefore, the reasons for why you think an outlet covered the story better would be based on the (journalistic) standards that we have been learning in lecture and through readings.

However, because journalistic standards are abstract and complex concepts, it is very important to establish specific and narrow definition (and operationalization) of them, with authoritative **SOURCES** before going into evaluation. If they are not well-defined, the connection between your reason and the examples (from news articles of the outlets) you will be bringing in will be very weak.

#### Body Paragraph 1:

- State topic sentence regarding reason (journalistic standard) 1.  
(Remember, a well-organized paragraph supports or develops a single, central idea. The topic sentence should explain the thesis of the paragraph and unify the content of the rest of the paragraph. It should also correspond to reasons stated in the grand thesis of the essay.)
- Define and elaborate standard 1 with supporting, authoritative source.
- Evaluate outlet A based on standard 1.
- Present example from news articles from outlet A (and elaborate why the example exemplifies standard 1).
- Evaluate outlet B based on standard 1.
- Present example from news articles from outlet B (and elaborate how the example does not adhere to standard 1, as appropriately as those from outlet A).
- Mini wrap-up of the main argument of the paragraph.

In this essay, your first-handedly collected **EVIDENCE** will be the contents of news articles from each outlet (it was the interview for Essay #1). These examples can include anything from direct quotes (words or phrases), titles, presented facts, to overall frames, anything that can concretely **SHOW** and **CONVINCE** your readers of your argument.

Remember that through J201 essays, you're practicing academic writing – where your main arguments are conceptually (**SOURCES**) and tangibly (**EVIDENCE**) supported. And the main argument-conceptual support (**SOURCES**)-tangible support (**EVIDENCE**) should be logically well-connected, coherent, and integrated.

#### Body Paragraph 2:

- State topic sentence regarding reason (journalistic standard) 2.

(Remember, a well-organized paragraph supports or develops a single, central idea. The topic sentence should explain the thesis of the paragraph and unify the content of the rest of the paragraph. It should also correspond to reasons stated in the grand thesis of the essay.)

- Define and elaborate standard 2 with supporting, authoritative source.
- Evaluate outlet A based on standard 2.
- Present example from news articles from outlet A (and elaborate how the example exemplifies standard 2).
- Evaluate outlet B based on standard 2.
- Present example from news articles from outlet B (and elaborate how the example does not adhere to standard 2, as appropriately as those from outlet A).
- Mini wrap-up of the main argument of the paragraph.

Body Paragraph 3: and the same...

Conclusion

## Media Analysis Essay #2: Journalism standards and considerations when using them

Principle	Key considerations
Objectivity	<ul style="list-style-type: none"> <li>▪ Objectivity as empiricism – did the writer clearly state her/his claim/opinion, and carefully lay out all the relevant evidences that explains why she/he thinks that way?</li> <li>▪ Objectivity as absence of bias               <ul style="list-style-type: none"> <li>○ At least two forms of bias: bias in word choice, and bias in selection (e.g. of issues to cover)</li> <li>○ Be careful that you are NOT interpreting the writer’s bias based on your own bias</li> <li>○ Subjective evidence of bias (different people can interpret the evidence differently) makes for a weak argument</li> <li>○ To make your bias claim more concrete:                   <ul style="list-style-type: none"> <li>▪ Identify the writer’s bias (What is she/he biased against? What is her/his motive?)</li> <li>▪ Triangulate (Are there other instances in the articles that points to the same type of bias?)</li> </ul> </li> </ul> </li> </ul>
Balance & fairness	<ul style="list-style-type: none"> <li>▪ Balance of viewpoints – does the coverage of the story reflect the relative weights of sentiments on the ground?</li> <li>▪ Fairness to stakeholders – did the writer give a voice to all the key stakeholders of the story (sometimes it can be more than two parties)</li> </ul>
Transparency	<ul style="list-style-type: none"> <li>▪ Of sources – did the writer clearly identify all sources? Would you be able to find the source if you wanted to?</li> <li>▪ Of methods – did the writer clearly identify the processes by which she/he obtained her/his information? Would you be able to go through the same process and receive the same pieces of information?</li> </ul>
Relevance and engagement	<ul style="list-style-type: none"> <li>▪ Relevance – why is the information important to know? Why does it matter to the reader?               <ul style="list-style-type: none"> <li>○ (if covered by both): Did the writer connect the dots and tell the reader why it matters to her/him?</li> <li>○ (if covered by only one): Is the missing piece of information one that the reader should know?</li> </ul> </li> <li>▪ Engagement – how does the writer make the article more interesting for the reader? By highlighting relevance? By being original in perspective? By being creative (stylistic writing)? By being well-organized (coherent, design)? By being aesthetically-appealing (visuals, design)?               <ul style="list-style-type: none"> <li>○ More importantly, who are the readers that the writer wants to engage? What are they attracted to and why do you say so? (i.e. tastes are subjective, what appeals to you may not appeal to other readers. So you need to make the case that the readers the writer wants to reach will be attracted to relevance, originality, creativity, organization or design etc)</li> </ul> </li> </ul>
Completeness	<ul style="list-style-type: none"> <li>▪ Can you ever judge whether a story is fully complete (news coverage itself inherently entails selection)</li> <li>▪ Look for relative completeness – what is missing? What is covered by one and not by the other?</li> <li>▪ Completeness requires that the information is missing from the entire <u>coverage</u>, not just the article you are looking at. If it’s covered in other articles, there may not be a necessity to cover it in the particular article you are analyzing.</li> <li>▪ More importantly, why is the missing fact, opinion or perspective important to the <u>story/coverage</u>?</li> <li>▪ Also very important: Did the writer bring up important questions that might be relevant for the readers (even if she/he does not currently have the answers)? And why do these questions matter for the story?</li> </ul>

## Lesson plan week 4: Agenda setting, framing and priming

### Lecture recaps

What are Agenda Setting, Framing Theory and Priming? And assumption for these theories?

- Assumption: the media influences audiences, sometimes resulting in changes in opinions and behaviors
- Agenda Setting: WHAT issues to think about
  - NOT what to think
- Priming: WHAT to think about when evaluating an issue
- Framing: HOW to think about issues
  - What to think

### Discussion questions for the Readings of the Week:

Article 1:

Q1: What websites do you use for online shopping? Do you use them routinely, and why/why not?

Q2: The article discusses how certain colors can change our emotions or feelings about what we're buying. Do you think it's fair for marketers to use psychological tricks like this on consumers?

Q3: Is there a way for consumers to ignore all the priming marketers put into their websites to entice online customers?

Article 2:

Q4: How can people from 2 different groups (for example Bears and Packers fans) end up finding a middle ground (like being a Badger fan) to agree on?

Q5: Why do you think every presidential candidate, regardless of their political party, wears an American flag pin?

Q6: The article mentions how the 2011 Tucson shooting brought both Democrats and Republicans together after the tragic event. Can you think of another event in American history where an event brought people from different groups together?

### Articles 3: Priming National Identity: Small Things Can Have a Big Impact & A Website's Design Can Influence What You Buy

1) After the Princeton-Dartmouth football game on November 23, 1951, conversations about the game stirred up controversy, specifically directed toward the roughness of the game. The Princeton fans, media and team essentially said that Dartmouth initiated the aggression and was out to hurt their star player. The Dartmouth side of the story noted that football is simply a rough sport with many opportunities for players on both sides to be injured. In your opinion, who do you think is at fault for the roughness during the game? What influenced you to support this rationale?

2) Knowing that the students from both Princeton and Dartmouth understood that the research being conducted on them was about the football game between the two schools, it was probably more than likely that students from both schools submitted biased answers based on the mere fact that their school cannot be the verdict in this situation. What role do you think this plays in the results? Do you think more or less people lied about what they thought happened? Why? Is there a connection with this event to an event that happened recently?

3) Knowing that the students from both Princeton and Dartmouth understood that the research being conducted on them was about the football game between the two schools, how much influence do you think the media sources from each school had on the thoughts and feelings of the game to students who did not attend the game or view the game from their own schools (e.g. The Princeton publications' effects to students at Princeton)? What are the advantages and disadvantages to biases such as these?

4) On Pages 17 and 18 of the article, describe what the author writes about when he mentions the different perceptions of people during a social event. What makes a game a "game"? Why do you think people have biases towards specific outcomes, results and desires in life?

Q1: Define priming in your own words and give an example not mentioned in the articles.

Q2: How do the effects of priming make you feel? Do you feel taken advantage of as a consumer?

Q3: Do you find any correlation between priming and hypnotism? Are they one and the same or very different?

Q4: Now that you have learned about priming will you begin to lookout for it? Will you even be able to identify it in the first place?

## APA mini-workshop

**Basics** – APA citation style (American Psychological Association)

1) APA citation style – most commonly used within social sciences

2) APA requires two elements for citing outside materials: **1) in-text citation, and 2) reference list.**  
**All sources that are cited in the text must appear in the reference list at the end of the paper.**

3) When do I need to use APA? Even when paraphrasing, still need to use proper citation to reference other people's ideas

4) When should I paraphrase? When should I use direct quotes?

- **Use direct quotations only if you have a good reason.** Most of your paper should be in your own words
- You should summarize or paraphrase when:
  - (a) what you want from the source is the idea, not the specific language
  - (b) you can express in fewer words
- Use direct quotes in cases where the original meaning would be lost from paraphrasing (p.5)
- **Successful paraphrases are not patchwork**
- Understand the idea as a whole; paraphrase from the notes
- Selective: choose and summarize the materials that help you make a point
- DO NOT maintain the source's ways of expression and sentence structures

5) The point is not memorizing every detail, but knowing when and why proper citation is required, and also where and how to find resources (e.g. OWL Purdue Online Writing Lab)

**In-text citation (the author-date method)** – Author's last name + the year of publication

1) Two ways –

- **Author's name in parenthesis**  
One study found that the most important element in comprehending non-native speech is familiarity with the topic (Gass & Varonis, 1984).
- **Author's name in the sentence**  
Gass and Varonis (1984) found that the most important element in comprehending non-native speech is familiarity with the topic.

If you mention the author's name once in a sentence, you do not it in the parenthesis.

Kovach and Rosenstiel (2010) defines journalism of verification as A (Kovach and Rosenstiel, 2010).  
**(Wrong)**

Kovach and Rosenstiel (2010) defines journalism of verification as A. **(Correct)**

2) If you are using "**direct quotation,**" you need to provide **the page number** in addition to the name of the author and year of publication.



### 3) **Electronic sources** – if possible, use the author-date method

- *Question* – unknown author and unknown date
- *Question* – If I want to refer to the book (title – Public Opinion; author – Walter Lippmann; year of publication – 1922) in the body of the text, what would it look like? (Capitalize every word? Italicize or underline? Put quotation?)

**Reference list** – Author's last name (year, date). Title of the article. *Name of journal, outlet, or book it was published in*. Issue # (volume #), pages from to or (pp.#-#). Place it was published: Name of publication house. DOI or Retrieved from http://

#### Frequently cited source types

1. **Journal articles** – (capitalize the first word; italicize the name of the journal)  
Entman, R. M. (1991). Symposium framing U.S. coverage of international news: Contrasts in narratives of the KAL and Iran Air incidents. *Journal of Communication*, 41(4), 6-27. doi: 10.1111/j.1460-2466.1991.tb02328.x
2. **Newspaper article** –
  - a. **Print**  
Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.
  - b. **Electronic**  
Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com> (Note: Give the URL of the home page when the online version of the article is available by search to avoid nonworking URLs)
3. **Lecture** –  
Rojas, H. (2017, September). Global media systems. *Introduction to Journalism and Mass Communication*. Lecture given at University of Wisconsin-Madison.
4. **Website**
  - If there is no author, title moves to the first spot (For long titles just use the first few words)
  - For sources with no date, use n.d. (for no date) in place of the year: (Smith, n.d.)
  - Indicate retrieval date because the content at that address likely changes.

Course Purpose. (n.d.). Retrieved September 28, 2017, from University of Wisconsin-Madison, Journalism 201: Intro to Mass Communication website, <http://201.journalism.wisc.edu/course-purpose/>

#### More useful resources-

- APA\_citation\_uwmadisonWC.PDF (under Writing Resources side menu) – just the **basic rules** (students need to refer to the document for details)
- OWL Purdue Online Writing Lab:  
<http://guides.libraries.psu.edu/apaquickguide/webpages>
- TipsforAcademicPaperWriting (at the same location as above)
- APA style: <http://www.apastyle.org/index.aspx>



- How to Cite Social Media in APA Style:  
<http://blog.apastyle.org/apastyle/2013/10/how-to-cite-social-media-in-apa-style.html>
- APA quick citation guide (Penn State University Library):  
<http://guides.libraries.psu.edu/apaquickguide/webpages>

