

Promotional Blog and Video Analysis

Can-Do Statements

1. I can read an account of an experience and decide whether or not I would like to experience it myself.
2. I can listen to an ad about an upcoming event and decide whether or not I want to attend.

Instructions

1. Read “My first mile” post on the blog “The Casual Runner” (<http://casual-runner.com/2014-11-05-first-mile-ryan/>).
2. Analyze the language used that might persuade someone to take up running. Focus on what descriptive language and types of verbs are used to persuade others.
3. Write down your notes in the chart below to help you in a small group discussion later in class.
4. Repeat steps 1-3 by watching a promotional spot that features the Portland Marathon (<https://www.youtube.com/watch?v=GE7OjuiLnfl>).

“The Casual Runner”

Descriptive language	Verb forms/types	Other persuasive mechanisms (music, imagery)

The Portland Marathon clip

Descriptive language	Verb forms/types	Other persuasive mechanisms (music, imagery)

Self-Reflection

If you were considering signing up for the Portland Marathon, would you be more or less likely to register after viewing these two media texts? Why?

Peer Discussion and Creation of Promotional Video

Instructions

1. Discuss in your group whether or not you feel that the blog that you read and the video that you watched would persuade you to register for the Portland Marathon. In this discussion, compare your answers regarding the persuasive techniques that were used in the blog and video you watched.
2. Check some of the details that were isolated by your teacher by looking at the key.
3. Create your own 30-second commercial for the Portland Marathon and post it to the class discussion board. Before beginning, answer the following questions:
 - 1) What language do you want to be sure to include? Is it imperative language? Narrative? Descriptive? A combination?
 - 2) What register of language will you use?
 - 3) What other ways will you grab the attention of viewers? Will you incorporate motivating music? Images? Testimonials?
4. Post your 30-second video to the class discussion board.
5. Evaluate all of the commercials created by yourself and your peers on a scale of 1-5 (1 being the worst, and 5 being the best) using the rubric below. Post your graded rubric as a response to their video.

Commercial	Clarity of message	Incorporation of details and descriptive language	Ability to capture the attention of the audience	Overall Persuasive Score