

## ENG 1213: ANALYZING PROPAGANDA

### DUE

March 3, 2010

### UNIT MATERIALS

- Richard Nixon, "Senator Nixon's Checkers Speech" (p. 229-236)
- Donna Woolfolk Cross, "Propaganda: How Not to Be Bamboozled" (p. 39-48)
- Logical Fallacies by Type (handout)
- Nixon Video (available on web site under Unit 2)
- SUPPLEMENTAL: L. Kip Wheeler, "Logical Fallacies Handlist" (available at [http://web.cn.edu/kwheeler/fallacies\\_list.html](http://web.cn.edu/kwheeler/fallacies_list.html))

**Your paper must be a minimum of 2.5 pages (@ 700 words).**

Your default **audience** for this assignment consists of **intelligent, college-level readers**. You may specify a more particular audience, using examples that will resonate with them.

### ADDITIONAL

#### **You must:**

- use proper tone and voice for a formal essay (use formal, not conversational or casual, language)
- employ correct punctuation and grammar.
- follow page format guidelines as described in your syllabus.

### GUIDELINES

This essay assignment asks you to persuade an audience that knowing about propaganda techniques and logical fallacies is important. To do so, you must **define** in general what these are, and then, in the body of the essay, present to your audience **three types of fallacies with examples** from "Senator Nixon's Checkers Speech." You then must walk readers through the example, showing them exactly why the example is a fallacy and what the dangers are in not being able to recognize it as such. When defining each logical fallacy, **you MUST cite from Cross or Wheeler**. When setting up your argument and discussing propaganda and fallacies in general, you may also cite from Cross or Wheeler to add weight to your argument. In your body paragraphs, you **MUST cite passages from Nixon's speech** rather than summarize them. When analyzing a person's intent, it is important that you give your reader that person's exact words. To show a pattern of Nixon's use of a particular logical fallacy, you may want to quote from more than one place in the speech where Nixon uses that same technique.

You should make it clear to your audience what may happen if they do not think about what the speaker is saying or do not question the validity of, practicality of, or intent behind the arguments a writer presents. Your discussion must incorporate your own ideas and opinions regarding this subject, but may also make use of ideas presented in assigned readings and class discussion. Students must follow M.L.A. documentation rules when citing from outside sources, which the *QA Compact* clearly addresses. If you have any further questions, please consult with me.

The analysis essay should have a minimum of 3 body paragraphs according to the outline given below and discussed in class. In your thesis statement, you must make your position clear, and list your three points of discussion.

### BASIC REQUIREMENTS

Following a strict, academic format, your essay would outline like this (though a lot of variations exist):

**Introduction:** open with an attention getter, provide **context** for this discussion, and state **thesis**.

**Body Paragraphs:** Present in each paragraph a different logical fallacy pattern; **define** it using Cross and/or Wheeler; **explain** the problems with this type of thinking according to your source(s); **point out an example** in Nixon's speech that uses this fallacy; **explain** why it is a logical error. When referring to examples from Nixon's speech, you must **QUOTE** the text, **not summarize** it. This is important because you are analyzing Nixon's use of words, and to do so fairly, you must present the reader with Nixon's exact words. With fallacies that Nixon uses more than once, you may cite more than one quote to show a repeated use of this logical error. You would then **explain** what Nixon hopes to gain by using this fallacy repeatedly.

**Conclusion:** Restatement of thesis, provide big picture comments – why it is important not to be bamboozled, as Cross calls it.