The Odyssey Travel Brochure

In this project you will be creating a tri-fold travel brochure for one of the mythical locations Odysseus visited on his journey. While each one of the Ithacan King’s stops brought with it some unique danger, it is your responsibility to make the place you choose appealing to potential visitors. However, you must do so entirely truthfully and completely faithful to the time period and to the descriptions given in *The Odyssey* (no lying to lure in travelers under false pretenses). In order to accomplish this, you should employ an effective combination of the persuasive appeals (ethos, logos, pathos) that we have studied this year. In order to be successful on this project, check your brochure for each of the following before submitting:

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* Brochure is a trifold—8 ½” x 11” paper folded widthwise into thirds.
* Front panel is eye-catching and contains a clever title. (Examples of **weak** titles: *The Odyssey Travel Brochure, English Project, Calypso, Cyclops,* etc. Be creative!)
* Body text is typed in 12-point Times New Roman font. (Heading and title text can be larger and in different fonts, but don’t waste space.)
* Body text is organized into multiple headings. (i.e. *Facts about the Location*, *Landmarks and Features*, O*utdoor Activities*, *Nightlife*, *Where to Stay, Testimonials*, etc.)
* Descriptions of your locations are faithful to *The Odyssey* and to the time period. (No making up things that aren’t appropriate to the time period, such as taxi cab services or surfing lessons.)
* At least 3 references to how Homer described your chosen location in *The Odyssey*. (No need to pull quotations, just mention some things that Homer mentioned in his descriptions of that place.)
* All six panels contain text. (Plan to write a lot and then cut out what you don’t need when assembling the final project.)
* No more than 4 total images. (Images should be sized and used like what we’ve seen in our examples in class.)
* You will be asked to complete a final evaluation rubric assessment upon completion of this assignment. This will be completed when the assignment is turned in. You will need to include one device from each persuasive appeal (1 device for ethos, 1 device for logos, 1 device for pathos and be able to specify which technique you have used within your brochure).

**Expectations (Skills Assessed)**

* Writing: Create an organized, argumentative product/essay which analyzes an accurate representation of a range of information and views on the topic. (16)
  + Hint: See project breakdown below.
  + Points: 100
  + Score: \_\_\_\_\_\_
  + Self-engagement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Project Breakdown**

**Persuasive Effect (60 points)**

Students must demonstrate appropriate usage of all three persuasive appeals—logos, ethos and pathos—by utilizing at least one specific rhetorical device per appeal (total of three devices used) in their text. The use of these devices must effectively reach an audience targeted by the student (to whom is your brochure appealing?). On the day the brochure is due, you will complete a self-evaluation of your uses of rhetorical devices. DO NOT LABEL THESE DEVICES IN YOUR PROJECT.

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* **Pathos** device is used properly, effectively and is appealing to the target audience.
* **Logos** device is used properly, effectively and is appealing to the target audience.
* **Ethos** device is used properly, effectively and is appealing to the target audience.

**Accuracy/Layout (30 points)**

Students must demonstrate effective writing practices by writing the text of their brochures in AEC paragraphs and organizing their work into different headings (i.e. *Facts About the Location*, *Landmarks and Features*, O*utdoor Activities*, *Nightlife*, *Where to Stay*, etc.). Additionally, students should integrate effective and appropriate images into their brochure, writing captions where necessary.

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* **Structure/layout is organized** over all six panels of the brochure (must be written in AEC paragraphs and divided into headings).
* **Visuals are effective** and support the overall persuasive effect (no random icons or clipart; maximum of 4 images total on project).
* **Neatness/creative design** supports the overall persuasive effect and is appropriate to the targeted audience.

**Sentence Fluency/Conventions (10 points)**

Students must demonstrate 9th grade level grammar and punctuation conventions and use sophisticated level-appropriate sentence structure.

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* **Sentence structure** is varied and flows naturally when read.
* **Grammar and punctuation** is accurate and represents 9th grade level skills.

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**Total**