MDIA 2005
Advertising: the creative dimensions

Semester 2, 2013
### 1. Location

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>Arts and Social Sciences</th>
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<tbody>
<tr>
<td>SCHOOL or DEPT</td>
<td>School of the Arts &amp; Media</td>
</tr>
<tr>
<td>COURSE CODE</td>
<td>MDIA 2005</td>
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<tr>
<td>COURSE NAME</td>
<td>Advertising: The Creative Dimensions</td>
</tr>
<tr>
<td>LECTURE</td>
<td>Wednesday 14.00 – 15.30 Biomed Theatre A</td>
</tr>
<tr>
<td>TUTORIALS</td>
<td>Thursday  9.00 – 10.30 Goldstein G05</td>
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<td></td>
<td>Thursday 10.30 – 12.00 Goldstein G05</td>
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<td></td>
<td>Thursday 12.00 – 13.30 Matthews 123</td>
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<td>Thursday 13.30 – 15.00 Matthews 123</td>
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<td>Thursday 15.00 – 14.30 Matthews 123</td>
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<td>Friday 13.00 – 14.30 Goldstein G05</td>
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<td>Friday 14.30 – 16.00 Goldstein G05</td>
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<tr>
<td>SESSION</td>
<td>Two</td>
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<td>YEAR</td>
<td>2013</td>
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</table>

### 3. Staff contact details

#### Course Convener

<table>
<thead>
<tr>
<th>Name</th>
<th>Nick Richardson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>Please use email</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:nicholas.richardson@unsw.edu.au">nicholas.richardson@unsw.edu.au</a></td>
</tr>
<tr>
<td>Contact time and availability</td>
<td>Appointments to be arranged by email in advance. Emails will generally be answered within 24hrs (weekends may take longer)</td>
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#### Tutor

<table>
<thead>
<tr>
<th>Name</th>
<th>Martin Salkild</th>
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<tr>
<td>Phone</td>
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<tr>
<td>Email address</td>
<td><a href="mailto:martin@salkild.com.au">martin@salkild.com.au</a></td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Michael Richardson</th>
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<tbody>
<tr>
<td>Phone</td>
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<tr>
<td>Email address</td>
<td><a href="mailto:michael.richardson@unsw.edu.au">michael.richardson@unsw.edu.au</a></td>
</tr>
<tr>
<td>Contact time and availability</td>
<td>Appointments to be arranged by email in advance. Emails will generally be answered within 24hrs (weekends may take longer)</td>
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### 4. School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster Building  
Phone: 9385 4856  
Email: sam@unsw.edu.au
5. Attendance Requirements
To pass this course you are required to attend at least 80% of lectures and tutorials. If you do not meet the minimum attendance requirement for any reason you may be refused final examination and you may fail the course.

Attendance will be taken in both lectures and tutorials. It is your responsibility to ensure your name has been marked off in each class.

6. Essential Information For SAM Students
Please read carefully the Essential Information and SAM assessment policy from this link: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

7. Course details
<table>
<thead>
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<th>Credit Points</th>
<th>6 Units of Credit</th>
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| Summary of the Course | Advertising is a creative, and at times, controversial communicative genre that plays a central role in consumer culture. This course will challenge students to consider not only the creative dimensions of advertising but also to consider a sustainable social role for advertising. Students will be challenged to develop an understanding of the relationship between advertising and creativity and focus on how to develop innovative solutions to contemporary and social communication problems. The course will have a significant applied component: students will focus on developing the creative dimensions for an advertising campaign related to a contemporary social issue and engage imaginatively with agency briefs, examine how ideas are creatively expressed using words and images and develop advertising concepts, prepare a creative pitch, and explore the story-telling and copy-writing dimensions of advertising.

More than a decade ago some commentators suggested that with the proliferation of the Internet, advertising would be a redundant communicative genre today. What these critics failed to acknowledge was that companies, governments and other organisations such as charities and interest groups still have information they wish to frame and disseminate quickly and effectively to a market/audience. And, advertising remains one of the most efficient methods to do so.

However, the average Australian views thousands of advertisements a day – now delivered through media channels once unimagined. The great challenge for the industry today is to ‘cut-through’ the ‘noise’ to the target audience with the intended message. The important question for companies is not whether to spend on advertising, but how best to spend to achieve this goal. Innovative, strategic and creative advertising solutions are more important than ever before as clients look to harness the power of advertising to maximize the return on their investment.

This course aims to provide students with specialist knowledge of the strategy and planning that engenders this powerful creative advertising. It offers both historical and theoretical background as well as insight into advertising in the modern media landscape.
In addition to the role of creative advertising in consumer culture, the course will proffer a particular focus on a sustainable social role for advertising. Students will develop the creative dimensions for advertising campaign relating to a contemporary social issue. The course will endeavour to provide both a solid theoretical understanding of advertising as well as a practical insight into the field.

### Aims of the Course

1. This course will help students to develop a critical understanding of creative advertising and how it works
2. This course will enable students to understand how to harness the power of advertising in relation to both consumer culture and contemporary social issues
3. Finally, the course will allow the student to explore the creative processes involved in advertising production – particularly, from the development of key insights through to creative execution

### Student Learning Outcomes

At the conclusion of the course students will be able to:

1. Apply theory to effectively critique creative advertising in a range of commercial, consumer and social contexts
2. Investigate the role of advertising in relation to society today
3. Apply creative practices to communication issues and problems
4. Identify a target audience and key insights through research before managing the development of key insights through the creative process

### Graduate Attributes

1. An in-depth engagement with relevant advertising and creative concepts and critical debates about the role of advertising in society today
2. The capacity for analytical and critical thinking and for creative problem solving and idea generation in relation to advertising challenges
3. The capacity to apply theoretical knowledge towards advertising best practice
4. The skills of effective persuasive and creative communication required to achieve social outcomes and business results

### 8. Rationale for the inclusion of content and teaching approach

The course is designed to introduce students to strategic and creative approaches to advertising in rapidly changing media contexts. The course is also designed to link to the UNSW strategic priority of sustainability through an emphasis on advertising communication that supports social, cultural environmental sustainability.
9. Teaching strategies
Lectures and tutorials will provide the basis for interactive, participatory and reflective teaching approaches. Conceptual frameworks and applied methods will be prioritized.

10. Assessment
In order to pass this course, you must make a serious attempt at **ALL** assessment tasks. There are 4 assignments for this course. Assignments 1,2&4 are individual assignments. Assignment 3 is a group assignment.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning outcomes assessed</th>
<th>Graduate attributes assessed</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Analysis of an advertisement (individual assignment)</td>
<td>500 words</td>
<td>15%</td>
<td>Learning outcomes 1 and 2</td>
<td>Graduate attributes 1 and 3</td>
<td>4 September</td>
</tr>
<tr>
<td>2) Class debate Presentation (Individual assignment)</td>
<td>7 minutes + 1 page annotated bibliography</td>
<td>25%</td>
<td>Learning outcomes 1 and 2</td>
<td>Graduate attributes 1 and 3</td>
<td>Weeks 5-10</td>
</tr>
<tr>
<td>3) Creative strategy and pitch (group assignment)</td>
<td>Ongoing tutorial participation, 1,500 word pitch document and presentation</td>
<td>30%</td>
<td>Learning outcomes 1,3 and 4</td>
<td>Graduate attributes 2,3 and 4</td>
<td>Weeks 12&amp;13</td>
</tr>
<tr>
<td>4) Written paper – a critical reflection of creative group strategy (individual)</td>
<td>1,500 words</td>
<td>30%</td>
<td>Learning outcomes 1,3 and 4</td>
<td>Graduate attributes 1,2,3 and 4</td>
<td>4 November</td>
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</table>
**Assignment 1**

Advertising doesn’t take place in a vacuum. There is a purpose behind it. There is a context surrounding it. It consists of numerous visual, audio, social and cultural elements that combine to provide it with meaning in the mind of the audience.

Your first assignment will require you to critically analyse an advertisement of your choosing. The advertisement is to be a campaign addressing a social issue or providing public information. In this analysis you will be assessed on your ability to consider *all* of the following:

1) What the client's/agency's intention for the advertisement might have been
2) The approach the advertisement has taken in order to meet this intention
3) A balanced, critical discussion on how well you believe the advertisement works to achieve the intention and why
4) The selection and inclusion of 2 or more *academic sources* that promote theories to substantiate your argument.

Word count: 500 words  
Due: September 4  
Weight: 15%  
Note: This is an individual assignment

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**Assignment 2**

To select and answer one of the following debate topics over 6 weeks of class. 4 Students will present – 2 students will present the affirmative and 2 the negative argument for each of the following debate topics:

1) 17 years after the Rust and Oliver (1994) prediction that advertising would be dead by 2010. However, advertising survived the new media onslaught unscathed. It has gained not lost.
2) A brand is more than a logo.
3) Advertising mirrors rather than shapes our society.
4) The ‘you’ trend in creative advertising is hunch not science, lazy not inspired.
5) Structure and planning impedes great ideas in creative advertising.
6) Advertisers have made the most of new media.

It is suggested that students adopt a Pecha Kucha style presentation format of no more than 20 slides with 20 seconds spent on each slide (approximately 7 minutes in total). Students must also hand in a brief one page annotated bibliography consisting of at least 4 academic sources.

You will be assessed on:

1) The level and depth of thought and analysis.
2) The critical strength and substantiation of your argument.
3) The effective use of practical examples or case studies to develop your argument.
4) The selection and inclusion of 4 or more *academic sources* that substantiate your argument.
5) The presentation style.
6) Clear and concise content.
7) Annotated bibliography (to be handed in at the time of presentation)

Length: 7 mins + a single typed page annotated bibliography  
Due: Weeks 5 - 10  
Weight: 25%  
Note: This is an individual assignment
Assignment 3

Teams of 4 or 5 will be formed. Throughout the semester in the tutorial sessions your team will have a chance to work on the development of a creative concept for an advertising campaign to address a social issue relevant to students. At various stages throughout the semester teams will develop a client brief, undertake research, analyse the findings, create a messaging and media strategy and write a creative brief. This work will culminate in the pitching of a creative concept and mocked-up executions.

The concept pitch will include:
1) An outline of the client problem and a summary of the approach taken for its resolution
2) A segmented target audience and the reasons for your segmentation
3) Findings of research conducted
4) Strategic insights – brand insights, market insights and consumer insights (see chapter 6 of the textbook)
5) Media chosen and rationale for your choices
6) A ‘Big idea’
7) A strategic and creative rationale for the big idea
8) Creative executions – story boards, mood boards and creative mock-ups
9) Creative rationales for the executions
10) Academic sources to substantiate your strategy where appropriate.

The concept must be innovative, single-mined and creative; and the rationale must be logical, meaningful (based on research findings), clear and concise.

You will be assessed on your teams ability to develop a concept (based on a ‘big idea’) that:
1) Addresses the client’s problem,
2) Is well rationalized and based on solid insights (tangible research findings)
3) Is creative and innovative
4) Is ‘campaignable’ and can be executed across multiple media channels
5) Is creatively pitched
6) Is likely to achieve the desired outcome

Note you will also be assessed on your participation and contribution to the process during tutorials throughout the semester.

Although you will be asked to present your creative ideas it is the idea and messages you are communicating that will be assessed not your ability to draw or use design software.

Word count: A 1500 word pitch document in either Powerpoint or Word outlining the concept and its rationale (including the 10 elements outlined above).

Time Limit: A presentation drawn from the pitch document to be 15 mins per group (plus 5 mins Q&A)

Due: Weeks 12 & 13

Weight: 30%
Assignment 4

This is an individual assignment. It is to be a written paper. The purpose is to critically reflect on your team’s creative strategy developed in Assignment 3. You must apply critical thinking and academic theory to underpin your analysis. Key to this assignment will be the identification of strategic insights and how you can use them to provide an evidence based rationale for your team’s project solutions.

You will be assessed on your ability to demonstrate that you understand the rationale behind your team’s creative strategy. This will include your:

- Ability to analyse research and the insights developed
- Ability to think critically and apply academic theory
- Ability to provide an evidence based rationale for why your strategy will be a success
- A balanced discussion of both potential strengths and weaknesses

You must select and include 5 or more academic sources that substantiate your argument.

Word count: 1,500

Due: November 4

Weight: 30%

Submission of Assessment Tasks

All students must submit both printed and electronic copies of their essays. Please submit a hard copy of your assignments to the assignment drop-off box outside EMPA School office, Room 311U, Level 3 Robert Webster building, with a cover sheet securely attached and your details clearly marked (available from the EMPA School office) by 4 pm on the due date. Note that only hard copies will be marked.

You are also required to email an electronic copy to sam.assessment@unsw.edu.au. You will receive an auto response acknowledging the receipt of the assignment. It is your responsibility to keep a copy of the assignment and the acknowledgement email. Only hard copies of your assignment will be marked – electronic versions are only accessed as evidence during appeals and disputes.

Late Submission

PLEASE NOTE THAT THESE RULES APPLY FOR ALL COURSES IN SAM.

If your assignment is submitted after the due date, a penalty of 3% per day (including Saturday, Sunday and public holidays) will be imposed for up to 2 weeks. For example, if you are given a mark of 72 out of 100 for an essay, and your essay were handed in two days late, it would attract a penalty of 6% and the mark would be reduced to 66%. If the same essay were handed in seven days late (i.e. a penalty of 21%) it would receive a mark of 51%. If your assignment is not submitted within 2 weeks of its due date, it will receive 0 marks. Late work will not receive detailed feedback.

Extension Procedure

In the case of illness or misadventure you may apply to the Course Convenor for an extension of the due date. Work or family commitments, religious holidays or work due in other courses are not acceptable reasons for extension or Special Consideration requests. Evidence of significant progress in an assessment task must be demonstrated if asking for an extension due to emergency or illness close to the submission date. Extensions must be applied for to the course convenor in advance of the due date and will generally only be granted for a period of 2-3 days or up to 1 week in more serious cases.
In the case of more serious or ongoing illness or misadventure, you will need to apply for Special Consideration. For information on Special Consideration please go to this URL: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Students who are prevented from attending a substantial amount of the course may be advised to apply to withdraw without penalty. This will only be approved in the most extreme and properly documented cases.

11. Academic honesty and plagiarism

Please ensure you are familiar with the University School regulations and policies: https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/

Also refer to The Plagiarism Policy within Elise training. The Learning Centre can provide further information found via www.lc.unsw.edu.au/plagiarism

UNSW makes use of the similarity detection tool Turnitin. For this course you are required to submit an electronic version of your written assignments so they may be reviewed using this procedure.

Please ensure that you read the essential information for SAM students. You can find this information on the school website in the resources section (see link above). This document details the SAM policies and procedures for late assignments and for obtaining assignment extensions. It also contains information about plagiarism and links to useful resources for learning about referencing and essay writing.

12. Course schedule

<table>
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<tr>
<th>Topic</th>
<th>Date</th>
<th>Location</th>
<th>Lecture content</th>
<th>Tutorial</th>
<th>Suggested readings</th>
</tr>
</thead>
</table>
| 1) Introduction    | 31 July| Biomed Theatre A | - Introductions  
- Course outline  
- The Advertising environment  
- Creativity and subjectivity | No tutorial | Textbook. Chapter one  
The Advertising concept book  
(2008) Introduction  
The Death of advertising |
| 2) Analysing ads   | 7 August| Biomed Theatre A | - Clients and agencies  
- How advertising fits into the IMC mix. | - Introductions  
- The client brief  
- Understanding critical analysis | - The Advertising Concept Book  
(2008) Chapter 6  
Describing Discourse  
(2006) Chapter 1  
Introducing Social Semiotics  
| 3) Selling and     | 14 August| Biomed | - Understanding  
Advertising | | Textbook. |
| branding | Theatre A | the broad spectrum of advertisements - Advising, selling or branding - Analysing their aims | analysis (Students to source examples of good and bad advertisements) | Chapter 4  
*The advertising concept book* (2008) Chapter 4  
Advertising by design (2010) Chapter 4 & 10 |
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<tr>
<td>4) The client's perspective</td>
<td>21 August</td>
<td>Biomed Theatre A</td>
<td>- Understanding the commercial constraints and imperatives of the client in advertising</td>
<td>- Forming teams for group assignment</td>
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</table>
| 6) The social role of advertising | 4 September | Biomed Theatre A | - Raising public awareness - Social and ethical responsibilities | #Assignment 1 due # Debate presentations begin * topic 2 | Textbook. Chapter 3  
| 7) Research and developing insights | 11 September | Biomed Theatre A | - The importance of research - Research techniques - Understanding insights - Uncovering great ideas | Identifying an audience Developing a research strategy #Debate presentations * topic 3 | - Textbook. Chapter 5 and 6 |
| 8) Formulating a strategy | 18 September | Biomed Theatre A | - Bringing it all together into a concise document and presentation - Ideas on narrative, concepting and storyboards | Analysing insights and brainstorming #Debate presentations * topic 4 | Textbook. Chapter 7  
*Creative Strategy in Advertising* (2010) Chapter 4  
Advertising by Design. Chapter 5 |
| **9) Strategic planning in advertising** | 25 September | Biomed Theatre A | Creative Brief #Debate presentations * topic 5 | TBA |
| **Mid Semester Break** |  |  |  |  |
| **11) Reaching your audience - Integrating media** | 16 October | Biomed Theatre A | - Why it is an integral part of the process - From media selection to integration | Final discussion of group assignments and preparation of creative pitches | Textbook Chapter 11 and 15 |
| **12) The future** | 23 October | Biomed Theatre A | - Adapting to a changing media landscape - Adjusting to cultural shifts | Assignment 3 Creative pitches round 1 |  |
| **13) Tutorials only** | 30 October |  | Assignment 3 Creative pitches round 2 |  |  |
| **14) No class** | 4 November |  | Assignment 4 – written project strategy due Webster reception |  |  |
13. Expected resources for students

The UNSW library website is found [http://www.library.unsw.edu.au/](http://www.library.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Textbook details</th>
<th>Additional readings</th>
<th>Recommended websites</th>
</tr>
</thead>
</table>
- Drewnianny & Jewler (2010) *Creative strategy in advertising*. Chapters 1, 4-6 & 14  
- Fill (2009) *Marketing communications*. Chapters 5, 6 & 16  
[www.bestadsontv.com](http://www.bestadsontv.com)  
[www.campaignbrief.com](http://www.campaignbrief.com)  
[http://theinspirationroom.com/daily](http://theinspirationroom.com/daily)  
[http://www.pictureaustralia.org](http://www.pictureaustralia.org)  

14. Course evaluation and development

Informal feedback about the course is welcomed and encouraged thought the semester by the course convenor and tutors. Furthermore, students are encouraged to participate in online feedback surveys later in the semester. An email will be sent to all students advising when, where and how to provide feedback.

Please take the time to provide feedback. In recent years the course has been changed as a result of student input. For example, the project aspect of the assignment was divided between a group and individual assignment because students felt that their overall marks were too greatly affected by the performance of the team when in the past the group component was more heavily weighted.

15. Other information

Please take the time to read important Information on relevant Occupational Health and Safety policies and expectations as outlined at: [http://www.ohs.unsw.edu.au/](http://www.ohs.unsw.edu.au/)

Finally, for any student equity and diversity issues contact the Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734). Further information for students with disabilities is available at [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)