



UNSW
AUSTRALIA

**Faculty of Arts and Social
Sciences**

School of the Arts and Media

MDIA5021

Advertising and Creativity

Session 1, 2016

UNSW Course Outline

Staff Contact Details

Position	Name	Email	Availability	Location	Phone
Course Authority and lecturer	Nicholas Richardson	nicholas.richardson@unsw.edu.au	Appointments to be arranged by email in advance. Emails will generally be answered within 24 hours	Webster Rm 231 E	02 93856355
Lecturer	James Wiggins	james.wiggins@unsw.edu.au	Appointments to be arranged by email in advance. Emails will generally be answered within 24 hours	TBA	Please use email

School of the Arts and Media Contact Information

Room 312, level 3 Robert Webster

Building Phone: 9385 4856

Email: sam@unsw.edu.au

Website: <https://sam.arts.unsw.edu.au>

Attendance Requirements

- A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.
- Timetable clash - If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the UNSW Arts & Social Sciences Permissible Timetable Clash Application form: <https://www.arts.unsw.edu.au/ttclash/index.php>
- Where practical, a student's attendance will be recorded. The procedure for recording attendance will be set out on the course Learning Management System (Moodle).
- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without failure is made by Student Administration and Records.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.
- For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information For SAM Students

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course details

Credit Points: 6

Summary of the Course:

The course focuses on the creative aspects of advertising and current trends in advertising. Students will learn how the advertising process works focusing, in particular, on the following aspects: - Identification of communication challenges and opportunities: responding to a client brief; - Creative strategies and practices for generating ideas, concept design, story-telling, emotional appeals and pitching for campaigns; - Campaign evaluation methods. The requirements for and impact of advertising across multiple platforms and associated requirements for digital interactivity, collaboration and co-production will be emphasized.

Student learning outcomes:

At the conclusion of this course the student will be able to:

1. Apply creative strategies across a broad range of advertising media
2. Develop a critical understanding of advertising objectives
3. Critique and revise your work
4. Work effectively with feedback and present your ideas with confidence

Teaching Strategies & Rationale

Students will be required to attend a two hour seminar each week. Seminars are designed to introduce all students in a consistent way to the relevant theories, practices and tools. They rely heavily on examples of contemporary advertising to practically demonstrate the theories in practice in real advertising situations.

The seminar format is adopted to better simulate the agency experience, with time spent briefing students on weekly assignments and assessing the effectiveness of their creative responses. The smaller groups give time for feedback and reflection on relevant principles and theory. Student participation will be required throughout seminars.

Creative skills are best developed through their constant application. Therefore, weekly briefs are designed to provide students with an opportunity to discover and develop their own creative problem-solving styles and skills.

Students are also encouraged to actively collect as many pieces of advertising communication as they can from a diverse range of sources, to keep abreast of contemporary campaigns and advertising issues and enhance their practical use of the theories, processes and tools covered in the course.

Assessment

Assessment Items to Learning Outcomes

1. Apply creative strategies across a broad range of advertising media
2. Develop a critical understanding of advertising objectives
3. Critique and revise your work
4. Work effectively with feedback and present your ideas with confidence

Assessment & Weighting	Length	Learning outcomes assessed	Due date	Feedback
Portfolio of creative concepts (60%)	Six concepts, each executed in one medium and accompanied by creative rationale of maximum 100 words, submitted in portfolio	1,2,3,4	May 12	May 26
Critical reflection (20%)	10 blog entries of 150 words each	1,2,3,4	April 7 (entries 1-4) May 26 (entries 5-10)	April 14 (entries 1-4) June 9 (entries 5-10)
Campaign (20%)	One concept executed as an 'experiential campaign' accompanied by creative rationale of maximum 500 words, presented in maximum 10 slides	1,2,3,4	June 2	June 16

In order to pass this course, you must make a serious attempt at ALL assessment tasks. This is a SAM requirement.

Assessment task 1

By the end of the course you will have worked on several creative briefs or 'portfolio tasks'. In addition, every week extra optional briefs will be enclosed in the class Moodle folder, so make sure you take advantage of the extra briefs available: that way you'll have more choice when it comes to picking your top six concepts. If you get a chance to do some of these you'll have more experience before you tackle assessments and you'll have a broader portfolio by the end of the course.

Assessment 1 lets you choose your top six concepts for your final portfolio presentation. You are expected to submit six concepts to demonstrate your creative thinking. SINGLE ideas are required. For example, you cannot include a campaign of ideas for a specific brief as a single concept. Your six concepts can include print, direct marketing, banner ads, radio, TV, outdoors, guerrilla concepts, social media, etc.

A concise rationale should also be presented for each piece (no more than 100 words for each rationale). Your total submission should be presented in a portfolio.

You will be assessed on:

1. How your concept:

- Effectively interprets the client problem/objective outlined in the brief
- Is relevant to the target audience outlined in the brief
- Effectively delivers consumer insights
- Is persuasive, insightful, ethical
- Uses appropriate communications styles and creative tools
- Is innovative, original and creative
- Makes appropriate use of the medium chosen

2. How your creative rationale explains your theoretical understanding of the creative process at work in each of your submissions.

You will not be assessed on visual execution.

Due: in class the May 12

Weight: 60% (10% per concept)

Assessment task 2

Beginning in week one, each week for the ten weeks we meet in class, you will be required to write a blog entry of approx.150 words. The purpose of the blog is to critically reflect on the theoretical and practical aspects of creative advertising discussed in the weekly readings and in seminars.

You will be required to engage with academic texts and must reference at least one book or peer reviewed academic article in each entry.

In week two you will create a blog page in Wordpress and send your lecturer the link.

The entries may cover entirely different content each week or those students who are interested in a particular aspect of creative practice may develop a blog theme to explore, contemplate and develop throughout the course.

You will be assessed on:

- The demonstration, through your writing, of a high level of engagement with the class and reading material
- The critical depth and balance of your reflections, insights and observations.
- Your level of engagement with appropriate academic theory

The assessment of this assignment will take place in two parts. Entries 1-4 will be assessed (8% of overall course assessment) during the reading week and entries 5-10 must be completed (the last 12% of assessment) by the end of the final week of class.

Due: Entries 1-4 are due April 7 (Reading Week) with entries 5-10 due May 26.

Weight: 20%

Assessment task 3

Today, advertising agencies are developing campaign solutions that allow consumers to 'experience' a brand. Experiential campaigns are more complex than individual concept solutions and so you'll work in larger groups (of four individuals) for this Assessment. For this assignment a real life client will brief you. Your team will be asked to create a 'big idea' that's 'experiential,' 'campaignable' and demonstrates interesting use of the various media you select to convey it.

You'll also be expected to write a concise creative rationale of no more than 500 words. This must demonstrate your understanding of theories and strategies of persuasion as well as your understanding of creative theory, as taught in lectures and described in readings. Your total submission should be presented as PowerPoint slides converted to PDF and include no more than 10 slides plus one cover sheet. Only one copy of the submission per team is required.

You will be assessed on:

1. How your campaign:

- Effectively interprets the client problem/objective outlined in the brief
- Is relevant to the target audience outlined in the brief
- Effectively delivers consumer insights
- Is persuasive, insightful, ethical
- Uses appropriate communications styles and creative tools
- Allows the target audience to experience the brand
- Is innovative, original and creative
- Makes appropriate use of the media chosen

2. How your creative rationale:

- Explains your theoretical understanding of the creative process at work in each of your submissions
- Provides an effective strategy to meet the requirements of the brief

You will not be assessed on visual execution.

Due: June 2 - you'll present your campaign in the final week of the course.

Weight: 20%

Submission of Assessment Tasks

Students are expected to put their **names** and **student numbers** on **every page** of their assignments. If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

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 a mark of 0. For more information on submission of late work, consult the SAM assessment protocols at

<https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Extension Procedure

- A student seeking an extension should submit a SAM extension application form (found in Forms on SAM website) to the Course Authority before the due date.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension of up to five days. A student requesting an extension of more than five days should complete an application for Special Consideration.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.
- This procedure does not apply to assessment tasks that take place during regular class hours or any task specifically identified by the Course Authority as not subject to extension requests.
- A student who misses an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- For more information, see the SAM extension protocols on the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Special Consideration

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://student.unsw.edu.au/special-consideration>

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.

Academic honesty and plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.
- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.
- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- **Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- **Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Details of what plagiarism is can be found on the Learning Centre's Website Plagiarism & Academic Integrity website (<http://www.lc.unsw.edu.au/academic-integrity-plagiarism>), in the myUNSW student A-Z: Guide <https://student.unsw.edu.au/plagiarism> and in Appendix A of the Student Misconduct Procedure (pdf- <https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>).

It is not permissible to buy essay/writing services from third parties as the use of such services constitutes plagiarism because it involves using the words or ideas of others and passing them off as your own. Further, it is not permissible to sell copies of lecture or tutorial notes as you do not own the rights to this intellectual property.

If you breach the *Student Code* with respect to academic integrity the University may take disciplinary action under the *Student Misconduct Procedure* (see above).

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example:

- Correct referencing practices;
- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre. Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

Course schedule

Topic	Date	Theory	Practice	Suggested Readings
1. Introduction	3/03/16	<ul style="list-style-type: none"> ▪ Introduction ▪ Course outline ▪ The advertising system ▪ Choice and the art of selling 	<ul style="list-style-type: none"> ▪ Student introductions ▪ The creative agency ▪ The creative brief ▪ Divergent thinking exercises ▪ Portfolio Task brief: create an advertisement for a cause 	Barry Introduction Further readings provided on Moodle
2. The creative leap	10/03/16	<ul style="list-style-type: none"> ▪ The creative leap ▪ Creativity - developmental Vs genius ▪ Symbolism ▪ Visual analogy ▪ Comparison 	<ul style="list-style-type: none"> ▪ Due: Cause ad concepts ▪ The brief in the context of creative theory ▪ Giving form to ideas ▪ Portfolio Task brief: create a tourism advertisement 	Barry Chapter 6 Further readings provided on Moodle
3. The creative process	17/03/16	<ul style="list-style-type: none"> ▪ Consumer behavior ▪ Understanding your different audiences ▪ Theories of audience engagement ▪ Generating insights 	<ul style="list-style-type: none"> ▪ Due: Tourism ad concepts ▪ Brief: beverage ad 	Barry Chapter 1 & 15
4. The creative leap!	24/03/16	<ul style="list-style-type: none"> ▪ Storytelling ▪ Perception and familiarity ▪ The use of incongruence 	<ul style="list-style-type: none"> • Due: Beverage ad concepts ▪ Giving form to ideas ▪ Portfolio task brief: improve on an existing ad 	Weekly readings provided on Moodle
Mid-Semester Break	28/03/16 - 01/04/16	No Seminar		

Post Graduate Reading Week	7/04/16	No Seminar	<ul style="list-style-type: none"> • Due: Assignment 2 blog entries Week 1-4 	
6. Concepting	14/04/16	<ul style="list-style-type: none"> ▪ Creating the “big idea” ▪ Brainstorming techniques and generating ideas 	<ul style="list-style-type: none"> • Due: Improve on an existing ad • Brainstorming exercises • Portfolio task brief: FMCG ad 	<p>Barry Chapter 4</p> <p>Further readings provided on Moodle</p>
7. Influencing words	21/04/16	<ul style="list-style-type: none"> ▪ Headlines ▪ Body copy ▪ Tone and writing style ▪ Principles of good copywriting 	<ul style="list-style-type: none"> • Copywriting exercise • Due: FMCG ad concept • Portfolio task brief: Digital ad 	<p>Barry Chapter 5 and 10</p> <p>Further readings provided on Moodle</p>
8. Visual theories	28/04/16	<ul style="list-style-type: none"> ▪ Design principles ▪ Layout, colour, typography ▪ Visual cohesion ▪ Creating for different media 	<ul style="list-style-type: none"> • Layout exercise • Due: Digital ad • Portfolio task brief: create a loyalty pack 	<p>Barry Chapter 3 and 7</p> <p>Further readings provided on Moodle</p>
9. Campaign thinking for different media	05/05/16	<ul style="list-style-type: none"> • Difference between a one-shot idea and a campaign idea • Campaign vs integrated campaign ▪ Balancing engagement with consistency across different media 	<ul style="list-style-type: none"> • Due: Loyalty pack concepts • Campaign idea development exercise 	<p>Barry Chapter 9 and 12</p> <p>Further readings provided on Moodle</p>
10. Experiential	12/05/16	<ul style="list-style-type: none"> ▪ Consumer driven brand thinking 	<ul style="list-style-type: none"> • Due: Assessment 1: your top six ads ▪ Brief: Assessment 3 – The Campaign • Groups work on Assessment 3 	<p>Barry Chapter 8</p> <p>Further readings provided on Moodle</p>
11. Developing the brand	19/05/16	<ul style="list-style-type: none"> • Evolving consumer relationships with brands ▪ The journey from commodity to brand through incremental addition of meaning through creative 	<ul style="list-style-type: none"> • Groups work on Assessment 3 ▪ Incremental feedback from tutor 	<p>Chapter 13</p> <p>Further readings provided on Moodle</p>
12. Professional practice and responsibility	26/05/16	<ul style="list-style-type: none"> • Concept evaluation • How to create an effective book • Career paths and starting points With power comes responsibility 	<ul style="list-style-type: none"> ▪ Due: Assessment 2 – Blog entries 5-10 to be completed ▪ Creative product and the roles of creative, account management, planning, the media, and the client ▪ Presenting and selling • Groups work on Assessment 3 	<p>Barry Chapter 14</p> <p>Further readings provided on Moodle</p>

			▪ Incremental feedback from tutor	
13. Assignment 2 presentation	02/06/16		▪ Due: Assessment 3 – Presentations of the campaign	

Prescribed Resources

Barry, P. (2012). *The Advertising Concept Book*, 2nd Edition, London, Thames & Hudson.

(Please note: the textbook is available from the UNSW Bookshop)

Recommended Resources

Aitchison, J. (2004). *Cutting Edge Advertising*, 2nd Edition. Singapore: Pearson Hall.

Altstiel, Tom & Grow, Jean, (2010). *Advertising Creative: Strategy, Copy, and Design*, 3rd edition, Los Angeles: Sage Publications.

Hegarty, J. (2011). *Hegarty on Advertising*. London: Thames and Hudson.

Roman, K. & Maas, J. (2003). *How to Advertise: What works, what doesn't - and why*, 3rd Edition. London: Hogan

Sullivan, L. (2008). *Hey, Whipple, Squeeze This: A Guide to Creating Great Advertising*, 3rd Edition. Hoboken, NJ: John Wiley & Sons, Inc.

Additional resources

Mahon, N. (2008). *Basics Advertising: Art Direction*. Switzerland, Ava Publishing

Bowdery, R. (2008). *Basics Advertising: Copywriting*. Switzerland, Ava Publishing

Subscribe to some of these for free:

<http://www.adnews.com.au/>

<http://www.bandt.com.au/>

<http://www.campaignbrief.com/>

<http://www.australiancreative.com.au/>

<http://www.bestadsonTV.com/>

<http://theinspirationroom.com/daily>

Course evaluation and development

Informal feedback about the course is welcomed and encouraged throughout the semester by the course convener and tutor. Feedback and evaluation is used to improve the course each semester. For example, assessment due dates have been amended in 2016 based on student feedback in 2015. Students are encouraged to participate in online surveys later in the semester. An email will be sent to all students advising when, where and how to provide feedback.