



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA 5021

Advertising & Creativity

Session 2, 2014

UNSW Course Outline

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1. Location of the course

Faculty	Arts and Social Sciences		
School	School of the Arts & Media		
Course Code	MDIA 5021		
Course Name	Advertising & Creativity		
Lecture:	Monday	18.00-19.00	New South Global Theatre
Tutorials:	Tuesday	09.00-10.00	Quadrangle G025
	Tuesday	10.00-11.00	Quadrangle G046
	Tuesday	15.00-16.00	Quadrangle 1045
	Tuesday	16.00-17.00	Quadrangle G046
	Tuesday	18.00-19.00a	Quadrangle G047
	Tuesday	18.00-19.00b	Quadrangle G026

2. Staff Contact Details

Course Convener and Lecturer	
Name	James Wiggins
Phone	Please use email
Email	james.wiggins@unsw.edu.au
Contact time and availability	Appointments to be arranged by email in advance. Emails will generally be answered within 24 hours
Tutor	
Name	Victor Cabello
Phone	Please use email
Email	victor@mlcdesign.com.au
Contact time and availability	Appointments to be arranged by email in advance. Emails will generally be answered within 24 hours

3. School of the Arts and Media Contact Information

SAM Office

Room 312, level 3 Robert Webster Building

Phone: 9385 4856

Email: sam@unsw.edu.au

4. Attendance Requirements

- A student is expected to attend all class contact hours.
- A student who attends less than 80% of class contact hours without justification may be awarded a final grade of UF (Unsatisfactory Fail).
- A student who arrives more than 15 minutes late may be penalised for non-attendance.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, they should seek permission from the Course Authority. The application 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 for up to one month. A student seeking approval to be absent for more than one month must apply in writing to the Dean.
- 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.

5. 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/>

6. Course details

Credit Points:

6 Units of Credit

Summary of the Course

Advertising is now a well-established function of influencing the behaviours of others in our society. Creativity is the powerful human decision-making process used to drive this influencing. This course will look at the theories, practices and tools used in the creative process to solve advertising problems, and develop students' abilities to use these.

Lectures use contemporary examples of advertising to understand creative theory, styles and categories of communication, target audiences and audience engagement, briefs and the briefing process, idea generation, how and why good concepts work, campaigning and applying concepts across different media, and design and writing principles. Tutorials are designed as portfolio clinics to enable students to progressively apply their developing understandings through producing creative concepts to specific advertising briefs set.

This course aims to provide students with a comprehensive toolkit that they can then practically apply to develop both understanding and creative problem solving experience.

Aims of the Course

1. This course will help students develop an understanding of how advertising problems are solved through creative processes
2. This course will enable students with the processes, tools and techniques used in creative problem-solving
3. This course will allow students to personally explore the creative process from problem identification, through development of creative concepts, the presentation of ideas and management of feedback to achieve advertising objectives.

Student learning outcomes

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

1. Apply creative theories, strategies and tools across a broad range of advertising objectives and media through the development of concepts that satisfy specific advertising briefs
2. Develop a critical understanding of advertising tools and objectives and apply these in the production of concepts and the evaluation of both your work and the work of others
3. Critique, revise and develop your personal creative thinking styles and skills to solve advertising problems
4. Work effectively with feedback and present your ideas with confidence

Graduate Attributes

In this course you should develop the following graduate attributes:

1. An in-depth engagement with the language of advertising and the strategy that goes into creating it
2. The capacity to problem-solve and think creatively in the advertising context and beyond
3. Collaboration skills, initiative, and entrepreneurial thinking
4. Effective and persuasive communication skills

7. Rationale for the inclusion of content and teaching approach

This course is designed to develop the problem-solving and idea generation skills required of an individual to work effectively in any area or role within the practice of advertising. The content and student tasks reflect my position that regardless of whether an individual is pursuing a career as a creative, an ad agency business manager, an advertising planner, a client managing an agency's outputs to achieve marketing objectives, or anyone else associated with the communications industry, an understanding of creative processes and tools and how they can be consciously applied to solve advertising problems, enables better advertising and greater personal satisfaction from their association with advertising practice.

8. Teaching strategies

There will be a one hour lecture plus one hour tutorial each week. Lectures 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 tutorials are much smaller forums designed to better simulate the agency experience, with time spent briefing students on weekly assignments and assessing the effectiveness of their creative responses. These smaller groups give tutors time for feedback and you time to reflect on the issues raised by weekly lectures.

I strive to achieve in students an understanding of both the theory and the effective practice of it, so encourage questions and discussion in both lectures and seminars. The creative process is a human process and the constant application of processes and tools through weekly briefs is designed to provide students with an opportunity to discover and develop their own creative problem-solving styles and skills that are valuable no matter which industry you work in.

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.

9. Assessment

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

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
1. Produce creative concepts from mystery brief	Two concepts executed in one medium, presented in maximum of 5 slides	20%	1,2,3,4	1,2,3,4	August 26
2. Portfolio of creative concepts	Six concepts, each executed in one medium and accompanied by creative rationale of maximum 100 words, presented in maximum of 12 slides	60%	1,2,3,4	1,2,3,4	September 23
3. Campaign	One concept executed across 3 or more media and accompanied by creative rationale of maximum 500 words, presented in maximum 10 slides	20%	1,2,3,4	1,2,3,4	October 21

Assessment task 1

Most creative advertising problem solving is undertaken in teams – usually teams of two – so you will be working in pairs. If tutorial numbers don't permit, a maximum of three will be assigned to a group.

On week 4 (August 19th) you'll be given a mystery brief – your first official assessment, which you'll have to complete and present for your tutorial on week 5 (26th August). The brief will be focused on a specific advertising problem with a specific target audience. Your team submission should include at least two concepts in response to the brief. Your concepts should reflect an understanding of the advertising problem and objective stated in the brief and the application of creative theories and tools covered to date.

Your team will be allotted 5 minutes within the tutorial present your concepts. The same concepts should be put up on Moodle the day of your presentation. No more than 5 slides (not including cover sheet) should be provided. These should be submitted as PowerPoint slides converted to PDF. Only one copy of the submission per team is required.

You will be assessed on 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

You will not be assessed on visual execution.

You will be asked to indicate what percentage of the team task you feel you contributed. For example if you believe effort was equal, indicate "50%". If you feel your team partner contributed most of the effort, you might indicate 20% or 30% etc.

You'll receive individual written feedback and suggestions that should help you fine-tune your thinking for your final portfolio.

Due: Week 5

Weight: 20% (10% per concept)

Assessment task 2

By the end of the course you should 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 2 lets you choose your top six individual and/or team ads/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 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 as PowerPoint slides converted to PDF and include no more than 12 slides plus one cover sheet. Only one copy of the submission per team is required.

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.

Where you present team-based concepts, you will be asked to indicate what percentage of the team concept you feel you contributed. For example if you believe effort was equal, indicate "50%". If you feel your team partner contributed most of the effort, you might indicate 20% or 30% etc.

Due: Week 9

Weight: 60% (10% per concept)

Assessment task 3

During the course you'll have plenty of time for creative responses to a wide variety of briefs. You'll also be taught how to create campaign ideas that run across a variety of mediums. Campaign solutions are more complex than individual concept solutions and so you'll work in larger groups (of four or five individuals) for this Assessment.

By the time you complete this course you'll have worked on a wide selection of briefs. Your team may choose any one of these briefs to develop into a campaign for this assessment.

You will need to create a campaignable idea out of one of your team's portfolio tasks and demonstrate how it can be carried across at least three - or more - different media (radio, print, TV, direct, social, web, mobile, etc.). You'll be expected to have a 'big idea' that's 'campaignable' and to demonstrate interesting use of the various media you select to convey your campaign idea.

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 textbooks. 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
- 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.

You will be asked to indicate what percentage of the team concept you feel you contributed. For example if you believe effort was equal, indicate "50%". If you feel your team partner contributed most of the effort, you might indicate 20% or 30% etc.

Due: Weeks 12 & 13

You'll present your campaign on weeks 12 (October 21st) and week 13 (October 28th) of the course. (You'll be allocated a presentation date by your tutor, but be prepared to present in week 12 to be safe). Slides of your campaign must be submitted to Moodle on the day of your presentation.

Weight: 20%

Submission of Assessment Tasks

All students must submit work for Assessments 1, 2 and 3 by uploading electronic files to Moodle. Students are also required to upload their weekly Portfolio Task Briefs to Moodle.

Electronic Submission

Please be aware that when you submit a UNSW course assignment online, through a facility such as Turnitin etc., you are automatically acknowledging that you have understood and abided by the University requirements in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available at: (<https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>).

You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part. In addition, you are declaring that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

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 FASS 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 to the Course Authority before the due date. The form can be downloaded here: <https://sam.arts.unsw.edu.au/students/resources/forms/>
- The Course Convenor should respond to the request within two working days.
- The Course Convenor 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.
- A student who missed an assessed activity held within class contact hours should apply for Special Consideration via myUNSW.
- 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.

- For more information, see the FASS 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://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.

10. 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.
- **Duplication:** 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.

Further details about what plagiarism is can be found on the Learning Centre's Website (<http://www.lc.unsw.edu.au/plagiarism>) and in the myUNSW student A-Z: Guide: <https://my.unsw.edu.au/student/atoz/Plagiarism.html>.

The UNSW plagiarism policy and procedure are outlined in these documents: <http://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf>
<http://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf>

The UNSW Student Misconduct policy and procedures can be found here:
<https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>.

The Learning Centre also provides substantial education 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.

11. Course schedule

Topic	Date	Location	Lecture Content	Tutorial/Lab Content	Suggested Readings
1. Introduction	28/07/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Introductions ▪ Course outline ▪ Human problem solving ▪ Creative theory ▪ Creativity in advertising 	No tutorial	Alstiel & Grow Chapter 1
2. The creative brief	05/08/14		No lecture: NSW Public Holiday	<ul style="list-style-type: none"> ▪ Student introductions ▪ The brief in the context of creative theory ▪ Portfolio Task brief: create an advertisement for a cause 	Alstiel & Grow Chapter 2
3. Target audiences	11/08/14 & 12/08/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Consumer behavior ▪ Understanding your different audiences ▪ Theories of audience engagement ▪ Creative strategy 	<ul style="list-style-type: none"> ▪ Due: Cause ad concepts ▪ Portfolio Task brief: create a tourism advertisement 	Alstiel & Grow Chapter 2
4. Deconstructing the creative approach	18/08/14 & 19/08/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Styles of communication ▪ Semiotics and strategy ▪ Giving form to ideas 	<ul style="list-style-type: none"> ▪ Due: Tourism ad concepts ▪ Brief: Assessment 1 – Mystery brief 	Alstiel & Grow Chapter 6
5. Influencing words	25/08/14 & 26/08/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Headlines ▪ Body copy ▪ Tone and writing style ▪ Principles of good 	<ul style="list-style-type: none"> ▪ Due: Assessment 1 – Mystery brief ▪ Portfolio Task 	Alstiel & Grow Chapters 9,10, 11

			copywriting	Brief: improve on an ad in any media. Critique why you think it doesn't work and address the communications issues you've uncovered by executing new creative concepts.	
6. Visual theories	01/09/14 & 02/09/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Design principles ▪ Layout, colour, typography ▪ Visual cohesion 	<ul style="list-style-type: none"> ▪ Due: Improvement on existing advertising ▪ Portfolio Task Brief: Create an FMCG or "me too" product ad 	Alstiel & Grow Chapter 7
7. Contemporary culture as creative tool	08/09/14 & 09/09/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Visual connections ▪ Thematic connections ▪ Behavioural connections 	<ul style="list-style-type: none"> ▪ Due: FMCG or "me too" ad concepts ▪ Portfolio Task Brief: create an ad for a digital product 	Alstiel & Grow Chapters 12, 13
8. Conceptual thinking for different media	15/09/14 & 16/09/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Creativity in TV, radio, social, outdoor, ambient, experiential, direct 	<ul style="list-style-type: none"> ▪ Due: Digital ad product concepts ▪ Portfolio Task brief: create a loyalty pack, direct mail piece or welcome pack 	Alstiel & Grow Chapters 14, 15, 16
9. Generating insights and strategies	22/09/14 & 23/09/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Brainstorming techniques ▪ Understanding insights ▪ Generating strategies 	<ul style="list-style-type: none"> ▪ Due: Loyalty pack, direct mail, welcome pack ▪ Due: Assessment 2 – your six top ads ▪ Brief: Assessment 3 – The campaign 	Barry Chapter 6
Mid-Semester Break	29/09/14 & 30/09/14		No Lecture	No tutorial	
10. Post Graduate Reading Week	07/10/14 & 08/10/14		No Lecture	No tutorial	
11. The campaign	13/10/14 & 14/10/14	New South Global	<ul style="list-style-type: none"> ▪ Creating the "big idea" ▪ Creating a versatile concept 	<ul style="list-style-type: none"> ▪ Continue working as a group on 	Barry Chapter 4

		Theatre	<ul style="list-style-type: none"> ▪ Balancing consistency with engagement 	Assessment 3 – The campaign	
12. Protecting the brand	20/10/14 & 21/10/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ The creative face of the consumer's relationship with the brand 	<ul style="list-style-type: none"> ▪ Due: Assessment 3 – Presentations of the campaign 	
13. Professional practice	27/10/14 & 31/10/14	New South Global Theatre	<ul style="list-style-type: none"> ▪ Creative product and the roles of creative, account management, planning, the media, and the client ▪ Presenting and selling an idea ▪ Evaluating an idea 	<ul style="list-style-type: none"> ▪ Due: Assessment 3 – Presentations of the campaign 	Alstiel & Grow Chapter 18

12. Expected Resources for students

The UNSW library website is at <http://info.library.unsw.edu.au/>

Textbook details:

Alstiel, Tom & Grow, Jean, 2010. Advertising Creative: Strategy, Copy, and Design 3rd edition, Los Angeles, CA: Sage Publications.

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

Recommended additional readings

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

Barry, P, 2008. The Advertising Concept Book, 2nd Edition, London, Thames & Hudson.

Additional resources

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

Bowdery, R. (2008). Basics Advertising: Copywriting. Switzerland, Ava Publishing
(Please note: These optional texts are available from the UNSW Bookshop)

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/>

Additional material such as creative briefs will also be made available on moodle.

13. Course evaluation and development

Informal feedback about the course is welcomed and encouraged throughout the semester by the course convenor and tutor. Furthermore, 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.