



Faculty of Arts
& Social Sciences

School of the Arts and Media

MDIA 5024

Advertising Strategy

Session 2, 2016

UNSW Course Outline

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Lecture

Wednesday 18.00 – 19.00 Webster Theatre A

Seminars

| | | | |
|----------|-----------|----------------------|-------------------|
| Thursday | 1300-1400 | Red Centre West 3037 | Tutor: Paul Ryder |
| Thursday | 1400-1500 | Red Centre West 3037 | Tutor: Paul Ryder |
| Thursday | 1800–1900 | Goldstein G03 | Tutor: Paul Ryder |

Staff Contact Details

Course Convener & Tutor

| | |
|-------------------------------|---|
| Name | Dr. Paul Ryder |
| Phone | Please use email |
| Email address | p.ryder@unsw.edu.au |
| Contact time and availability | Consultation by appointment. Appointments 30 minutes maximum. Consultation hours: Wednesday 1300-1400; Thursday 1000-1100: Webster, Level 2. Room 231X (until further notice) Emails will generally be answered within 24hrs (weekends may take longer) |

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

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.
- **Tutorial attendance is compulsory**, and rolls will be marked for each class. If you are more than 15 minutes late, you are deemed not to have attended. It is your responsibility to ensure your name has been marked off at each class.
- **Lecture attendance is not compulsory**, but since lecture outlines only will be posted on Moodle there are distinct advantages to attending the full lectures. Under no circumstances will full lectures be emailed to students who miss classes for any reason.

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 units of credit

Summary of the Course:

This course offers an introduction to the strategies engaged by advertisers, and to the role that advertising plays in consumer culture. There is a focus on the nuanced theory and strategic thinking behind the messages we consume daily.

You will be exposed to social, cultural, literary, and visual communication theories that may be engaged to understand and critique individual advertisements and you'll also learn how to analyse the sometimes very subtle strategies behind full-scale advertising campaigns.

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 students to explore and engage the strategic principles and a full range of processes that underpin advertising campaigns.

Student learning outcomes

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

1. Apply theory to effectively critique advertising strategy in a range of commercial, consumer and social contexts
2. Understand the subtle strategic connections between form and content in the contexts of both individual advertisements and advertising campaigns
3. Understand, appreciate, and critique the strategic engagement of semiotic codes in a range of print advertisements, TVCs, and full campaigns.
4. Understand, appreciate, and evaluate the mythologies that strategically underpin a range of advertisements in a range of contexts.
5. Understand, appreciate and evaluate an array of structural features engaged by advertising creatives.
6. Comprehensively critique a campaign and offer an outline of an alternative campaign

Graduate Attributes:

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

1. Critically analyse advertising and creative campaigns and conduct critical debates about the role of advertising in society
2. Engage strategic modalities to identify and solve communication problems (in the context of advertising)
3. Understand and appreciate the role of theory in advertising best practice.
4. Create powerful and persuasive advertising strategies to achieve felicitous social outcomes and commercial results

Rationale for the inclusion of content and teaching approach

The course is designed to introduce students to strategic 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.

Teaching strategies

Lectures and tutorials will provide the basis for interactive, participatory, and reflective teaching approaches. **Conceptual frameworks and applied methods will be prioritised.**

Assessment

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

There are 3 assessments for this course. Assessments 1 & 3 are individual assessments. Assessment 2 is a (small) group assessment.

| Assessment task | Length | Weight | Learning outcomes assessed | Graduate attributes assessed | Due date |
|--|------------------------|--------|------------------------------|------------------------------|--|
| 1. Semiotics and Mythology in advertising (individual) | 1,000 words | 20% | Learning outcomes 1, 3 and 4 | Graduate attributes 1 and 3 | 11pm Friday 26 th August (via Moodle only). |
| 2. Structure/Morphology in advertising (pairs) | 15 minute presentation | 30% | Learning outcomes 1, 2 and 5 | Graduate attributes 1 and 3 | Weeks 6-9 (in person; in class) <i>One member of each pair to upload the presentation to Moodle by no later than noon the Wednesday immediately</i> |

| | | | | | |
|--|-------------|-----|---------------------------|------------------------------------|---|
| | | | | | <i>PRIOR to presentation.</i> |
| 3. Critical review and reengineering of a campaign. (Individual) | 2,500 words | 50% | Learning outcomes 1 and 6 | Graduate attributes 1, 2, 3, and 4 | 11pm Friday 28 th October (via Moodle only). |

Assessment details:

Assessment 1

Semiotics and mythologies in advertising

Using **TWO PRINT** advertisements of your choosing, offer a paper on the conceptual thinking behind the ads.

In this analysis you will be assessed on your ability to critically analyse both the intent of, and concept/s behind, the advertisements. *Emphasis will be placed on your appreciation and explanation of the semiotic codes and mythology/ies at work in each ad.*

You will also be assessed on:

- The balance and coherence of your arguments
- Structure, grammar, spelling and your ability to communicate succinctly
- How well you've drawn on relevant theory to substantiate your arguments.
- Accurate referencing of **6 to 8 academic sources (3 to 4 per ad)** to substantiate your arguments.
- The inclusion of scanned copies of your two chosen ads.

Word count: 1,000 words (i.e. roughly 500 words per advert)

Due: 11pm Friday 26th August.

Weight: 20%

Note: This is an individual assignment

Assessment 2

Structure/Morphology in advertising – presentation in pairs

This exercise examines your ability to understand and appreciate the various ways in which advertisements are strategically *structured/patterned*.

In pairs, you will need to carefully consider the narrative, visual and, if applicable, verbal/textual/musical forms and patterns mobilised in **ONE TVC or online advertisement (containing the moving image)** of your choosing. The total TVC length must not exceed 5 minutes. As with Assessment 1, you will need to carefully consider the relationship between the ad's sign system and the structures engaged. *Accordingly, an in-depth appreciation of how morphology (NOT mythology) and semiotic codes work together will be a critical determinate of your grade.* You will also be marked on your presentation skills: visual clarity, audibility, presence, persuasiveness, and ability to keep to time. Both team members are to present for half of the allotted time each and will receive a common grade.

Inclusive of running the TVC or online ad, your presentation must take no longer than FIFTEEN minutes.

The drawing of numbers from a hat (in Week 2) will decide the scheduling of presentations.

By no later than noon the day prior to your presentation, one member of each pair must submit the presentation slide set on Moodle. The other member of the pair submits only a cover sheet featuring the names of BOTH team members.

Each class member is expected to give his or her full attention and respect to those presenting – and to be on time to class. Please respect others, and they will do the same for you. *Under no circumstances are presentations to be filmed or photographed.*

Assessment will be based on the following:

- How well you've unpacked the structural forms and features behind the ad.
- The relative sophistication brought to the assessment of the connections between form and content.
- How well you've drawn on relevant theory to substantiate your arguments. Note that you are required to reference **at least 8 academic sources**.
- How well you've developed a critically balanced and coherent argument
- Presentation skills: visual clarity, audibility, presence, persuasiveness, and ability to keep to time.

Length: FIFTEEN mins (max) presentation

Due: Weeks 6 – 9 as allocated by your tutor.

Slides: via Moodle by 12 noon the Wednesday immediately prior to each scheduled presentation. One member of each pair to upload slides; second member to upload a cover sheet only. See above.

Weight: 30%

Note: This is a small group assignment

Assessment 3

Critical review and re-engineering of a campaign

Here, you need to choose one (flawed) multi-media advertising campaign for a Not-For-Profit entity; that is, a campaign represented across **at least** TWO media: e.g. print media and TV; or TV and online; TV and radio, etc. The campaign must not be related to any advertisement presented in your tutorial class (by your tutor or by any student, *including yourself*) OR to the advertisement you analysed for Assessment # 1.

This major assessment has several components:

- a. Briefly *describe* the campaign, offering some key images and text and/or links to any TVC. Be objective, and avoid critical commentary. **(250 words)**
- b. Conduct an impartial critical review of the campaign, highlighting its strengths (if any) and weaknesses as revealed through both primary and secondary research *and* the application of theory. Why has the campaign failed to get traction? The critique should include (but is not limited to) an assessment of: the *mise en scène* into which the campaign is projected; research conducted by the organisation or its agency (if any is apparent); identification and assessment of target audiences; identification and assessment of campaign objectives (informational, motivational, and behavioural); the campaign's single-minded proposition (if any); the appropriateness (or otherwise) of media selected; the value (or otherwise) of any identifiable core campaign strategy; the consistency (or otherwise) of key campaign messages; and the calibre of underlying campaign tactics (especially, but not solely, expression given to any central campaign strategy). **(1000 words)**
- c. With the above completed, and with reference to the challenge/s faced, leverage primary and secondary research to foreground audience thinking/understanding. This might include audience impressions, beliefs, prejudices, objections, hesitations, etc. Prior to this, you will have explained (and justified) your research methodology and tactics. **(500 words)** With audience blockages to engagement and action clearly identified, proceed to the next step.
- d. With reference to the client problem/challenge/opportunity faced, research conducted, and relevant theory, re-engineer the campaign. This involves offering an *outline* for a new campaign: a new (or refined) set of campaign objectives; a new (or refined) set of audiences; a new single-minded proposition (based on the key insight drawn from your research); a new core campaign strategy; a set of related core campaign messages; the selection of at least two relevant media conduits; and an outline of key campaign tactics (major expressions to be given to the strategy – e.g. particular mythologies to be engaged, narrative forms to be mobilised, textual and visual morphologies to be evinced, images to be projected, musical forms to be used, major shot types and editing techniques to be employed, and so forth). *The emphasis here is on an outline. Under no circumstances attempt to offer a full creative response.* **(750 words, plus relevant images and links)**

You will also be assessed on:

- Structure, grammar, spelling and your ability to communicate in a polished and persuasive manner.

- How well you've drawn on relevant theory to substantiate your arguments.
- Accurate referencing of **8 to 12 academic sources** (in total) to substantiate your observations and arguments
- The inclusion of links to campaign ads (and a copy of any print advert/s referenced).

Word count: 2,500 words

Due:

Weight: 50%

Note: This is an individual assessment.

Submission of Assessment Tasks

All assessments are submitted via Moodle. **There is to be NO hard copy submission for this unit.**

UNSW makes use of the similarity detection tool Turnitin on the course Moodle site. You must submit all work in 12-point serif font, double-spaced and paginated. You must retain an electronic copy of the assessment.

If you have any **problems submitting** via Turnitin, send your Convener a PDF version of your assignment **immediately**, together with an explanation of the problem you are encountering. You should then follow the protocol outlined at the following site:

<http://teaching.unsw.edu.au/moodle-students-help>

Advice about whom to contact is given when you log in to Moodle. Such advice includes the following:

If you have trouble logging in, or you cannot see your course once you log in, please contact the IT Service Centre for assistance. For enrolment and login issues contact: IT Service Centre
Email: itservicecentre@unsw.edu.au Internal: x51333 External: (02) 9385-1333 International: +61 2 9385 1333

If you have difficulty using the Moodle environment or tools, please contact External TELT support. Moodle Mobile is now supported on this version of Moodle.

External TELT Support Email: externalteltsupport@unsw.edu.au

Internal: 53331

External: (02) 9385 3331

International: +61 2 9385 3331

Please do NOT send your Course Convener a copy of your assignment unless you are unable to submit via Turnitin. Once you have submitted you will receive a **receipt** to confirm that you have successfully submitted. **Keep this receipt as proof of the date and time that you lodged your assignment.** **If you do not receive such notification, you must ask your Convener, by email, to check whether your upload was successful.**

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 Policy

Late Assessment Penalties An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS). The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded. Work submitted fourteen days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded. Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

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

You can apply for special consideration when illness or other circumstances interfere with your assessment performance. Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,
- * Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including 'When to Apply', 'How to Apply' and 'Supporting Documentation' please refer to the Special Consideration website:

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

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.

Course schedule

| Lecture week | Date | Lecture Location | Lecture topic / Content | Tutorial/Lab Content | Readings |
|--------------|-----------------|-------------------|--|---|---------------------------------|
| 1 | Weds 27th July | Webster Theatre A | <ul style="list-style-type: none"> • What is strategy? <ul style="list-style-type: none"> ❖ Introductions ❖ <i>Strategy and advertising</i> | <ul style="list-style-type: none"> • Discussion re Assessment 1 • Reflecting on strategy • Thinking about mythologies 1 | See Moodle for Week 1 readings. |
| 2 | Weds 3rd August | Webster Theatre A | <ul style="list-style-type: none"> • Mythologies <ul style="list-style-type: none"> ❖ <i>What mythologies are at play in advertising?</i> ❖ <i>Intro to Structuralism 1</i> | <ul style="list-style-type: none"> • Discussion re Assessment 2: Assigning presentation weeks for Assessment 2 • Thinking about mythologies 2 | See Moodle for Week 2 readings. |

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| 3 | Weds 10 th August | Webster Theatre A | <ul style="list-style-type: none"> • Morphology <ul style="list-style-type: none"> ❖ <i>Narratives and advertising</i> ❖ <i>Intro to Structuralism 2</i> | <ul style="list-style-type: none"> • Identification and examination of narrative structure | See Moodle for Week 3 readings. |
| 4 | Weds 17 th August | Webster Theatre A | <ul style="list-style-type: none"> • Semiotics 1: image <ul style="list-style-type: none"> ❖ <i>Introduction to Semiotics 1.</i> ❖ <i>'Reading' an advertisement: how advertising works at the visual level.</i> | <ul style="list-style-type: none"> • Unpacking ads at the visual level. | See Moodle for Week 4 readings. |
| 5 | Weds 24 th August | Webster Theatre A | <ul style="list-style-type: none"> • Semiotics 2: text/speech <ul style="list-style-type: none"> ❖ <i>Introduction to Semiotics 2.</i> ❖ <i>'Reading' an advertisement: how advertising works at the textual/oral level.</i> | <ul style="list-style-type: none"> • Unpacking ads at the textual/oral level. <p>Assessment 1 due by 11pm Friday 26th August.</p> | See Moodle for Week 5 readings. |
| 6 | Weds 31 st August | Webster Theatre A | <ul style="list-style-type: none"> • Semiotics 3 <ul style="list-style-type: none"> ❖ <i>Unpacking ads as a whole.</i> | <p>Assessment 2 presentations, per presentation schedule</p> | NO READINGS THIS WEEK |
| 7 | Weds 7 th September | Webster Theatre A | <ul style="list-style-type: none"> • Making things strange: defamiliarisation as an advertising strategy | <p>Assessment 2 presentations, per presentation schedule</p> | See Moodle for week 7 readings |
| 8 | Weds 14 th September | Webster Theatre A | <ul style="list-style-type: none"> • Theories of power in advertising: French and Raven and Foucault | <p>Assessment 2 presentations, per presentation schedule</p> | See Moodle for week 8 readings |
| 9 | Weds 21 st September | Webster Theatre A | <ul style="list-style-type: none"> • Consumers • <i>Theories of consumer behaviour</i> • <i>Targeting audiences/Models of segmentation</i> | <p>Assessment 2 presentations, per presentation schedule</p> | See Moodle for week 9 readings |

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| | | | <ul style="list-style-type: none"> • <i>Research techniques</i> • <i>Understanding insights</i> • <i>The single-minded proposition and relevance to principle of strategic coherence</i> | | |
| MID-SEMESTER BREAK | Sept 26th - 30th | NO CLASSES | | | |
| 10 | October 3rd - October 7 th | POST-GRAD READING WEEK: NO LECTURE OR TUTORIALS: FINAL ASSESSMENT PREPARATION WEEK | | | NO READINGS THIS WEEK |
| 11 | Weds 12 th October | Webster Theatre A | <ul style="list-style-type: none"> • Agency Practice: from brief to strategic design [Possible Guest Lecturer: Dr. Nicholas Richardson] | Assessment 2 presentations: any not previously completed. <ul style="list-style-type: none"> • A3 Workshop | NO READINGS THIS WEEK |
| 12 | Weds 19 th October | Webster Theatre A | <ul style="list-style-type: none"> • Course overview | <ul style="list-style-type: none"> • A3 Workshop | NO READINGS THIS WEEK |
| 13 | Thurs 27 th October | NO LECTURE (TUTORIALS ONLY) | | <ul style="list-style-type: none"> • A3 Workshop Assessment 3 due 11pm Friday 28th October. | NO READINGS THIS WEEK |

Expected Resources for students

The UNSW library website is found at <http://www.library.unsw.edu.au/> or <http://info.library.unsw.edu.au/web/services/services.html>

The course is supported by a UNSW Moodle website, which you can access at: <https://moodle.telt.unsw.edu.au>.

| Textbook | Additional reading | Recommended websites |
|---|---|--|
| <p>There is no textbook for this class.</p> <p>Compulsory weekly readings will be posted to Moodle</p> | <ul style="list-style-type: none"> - Barry (2012) <i>The Advertising concept book</i>. - Belch & Belch (2011) <i>Advertising and promotion</i>. - Fill (2009) <i>Marketing communications</i>. - Landa (2010) <i>Advertising by design</i>. - Morrison, Haley, Sheehan & Taylor (2012) <i>Using qualitative research in advertising</i> - Sutherland (2008) <i>Advertising and the mind of the consumer</i> - Van Dyck (2014) <i>Advertising transformed</i> | <ul style="list-style-type: none"> www.adnews.com.au www.bandt.com.au www.bestadsonline.com www.campaignbrief.com http://theinspirationroom.com/daily http://aso.gov.au/ |

Course evaluation and development

Informal feedback about the course is welcomed and encouraged throughout the semester by 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, because individual students felt that their overall marks were too greatly affected by team performance, group sizes have been reduced to two people and the group-work weighting has been reduced.