



COURSE OUTLINE

CMN226

Creative and Interactive Advertising

Course Coordinator: Harry Dugmore (hdugmore@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Semester 1

USC Sunshine Coast
USC Moreton Bay

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE

You can do this course without coming onto campus.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course explores what makes advertising effective in both traditional and online formats. With an emphasis on behaviour change communication, and drawing on insights from consumer psychology and other fields, the course explores the science and craft of creative production processes for advertising across different media. Workshops focus on wrangling text and pictures and honing core copywriting creative skills, culminating in the creation of a multi-channel advertising campaign.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – Self-directed, online, pre-workshop asynchronous material, including readings and videos. | 1hr | Week 1 | 13 times |
| Tutorial/Workshop 1 – On-campus laboratory | 2hrs | Week 1 | 10 times |
| Seminar – On-campus, face-to-face, whole-of-cohort seminar (recorded but not streamed) | 2hrs | Week 4 | 2 times |
| Information session – Special session in preparation for final assignment | 2hrs | Week 11 | Once Only |
| ONLINE | | | |
| Learning materials – Learning material. | 1hr | Week 1 | 13 times |
| Tutorial/Workshop 1 – Interactive Zoom laboratory | 2hrs | Week 1 | 10 times |
| Seminar – Whole of cohort seminar | 2hrs | Week 4 | 2 times |
| Information session – Special session in preparation for final assignment | 2hrs | Week 11 | Once Only |

1.3. Course Topics

- Persuasive communication techniques (rhetoric) and their application in different media
- Identification of techniques (and metrics) of communication effectiveness in advertising and marketing more broadly
- Copywriting as craft and science; creative techniques in copywriting
- Multi-media cohesiveness: how effective advertising engages on different sensory, cognitive and emotional levels
- Strategy and the integration of advertising campaigns in broader marketing and organisational objectives and strategy
- Professional conventions of written communication

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | GRADUATE QUALITIES |
|---|--|
| On successful completion of this course, you should be able to... | Completing these tasks successfully will contribute to you becoming... |
| 1 Demonstrate understanding of current advertising practice | Knowledgeable |
| 2 Demonstrate skill and originality in copywriting | Empowered |
| 3 Undertake the analysis of persuasive techniques in different media | Creative and critical thinker |
| 4 Demonstrate the application of persuasive techniques in different media | Knowledgeable |
| 5 Communicate effectively in advertising industry formats, including groups | Empowered |

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early assessment feedback will be provided in weeks 3 and 4 of the semester in the workshop, with a particular focus on Task 1. Students will be provided with opportunities to get their drafts/conceptual overviews of assignments reviewed, to ensure they understand the task and are addressing the criteria of the assessment.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|--|---------------------|-------------|---|-----------------------|--|
| All | 1 | Report | Individual | 20% | 1000 words maximum | Week 5 | Online Assignment Submission with plagiarism check |
| All | 2 | Artefact - Creative, and Written Piece | Individual | 35% | 1500 words maximum | Week 10 | Online Submission |
| All | 3 | Artefact - Creative, and Written Piece | Individual | 45% | 15-minute audiovisual presentation, in any medium (Video, recorded PowerPoint, Canva, Prezi) to be submitted with a written rationale of no more than 1500 words, the format/sub-heading/ of which will be supplied in class. | Week 13 | Online Submission |

All - Assessment Task 1: Analysis of advertising technique

| GOAL: | To identify your understanding of advertising techniques, please find two recent Australian advertising campaigns, one evaluated as ineffective and one as effective. The task allows you to show your ability to deconstruct the chosen advertisements, to identify and detail the key creative characteristics of effective advertising communication, with regard to the overall branding and positioning of the product or service, and the assumed target audiences. | | | | | | | | | | | | | | | |
|------------------|---|-------|---------------------------|---|--|-----|---|---|---|---|--|-------|---|--|---|--|
| PRODUCT: | Report | | | | | | | | | | | | | | | |
| FORMAT: | The task requires you to demonstrate your ability to critique and identify characteristics of an advertising campaign's effectiveness, and ineffectiveness, by unpacking what can be discerned about the branding strategy of the product or service, who the target audiences are, and, especially, by deconstructing the creative rhetorical techniques through which persuasive calls to action are made in chosen campaigns. | | | | | | | | | | | | | | | |
| CRITERIA: | <table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Application and justification of relevant theories, sources and research</td> <td>1 3</td> </tr> <tr> <td>2</td> <td>Critique persuasive techniques in advertisements.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Identify and explain communication strengths and weaknesses in advertisements.</td> <td>1 3 4</td> </tr> <tr> <td>4</td> <td>Application of academic conventions to written communication</td> <td>5</td> </tr> </tbody> </table> | No. | Learning Outcome assessed | 1 | Application and justification of relevant theories, sources and research | 1 3 | 2 | Critique persuasive techniques in advertisements. | 3 | 3 | Identify and explain communication strengths and weaknesses in advertisements. | 1 3 4 | 4 | Application of academic conventions to written communication | 5 | |
| No. | Learning Outcome assessed | | | | | | | | | | | | | | | |
| 1 | Application and justification of relevant theories, sources and research | 1 3 | | | | | | | | | | | | | | |
| 2 | Critique persuasive techniques in advertisements. | 3 | | | | | | | | | | | | | | |
| 3 | Identify and explain communication strengths and weaknesses in advertisements. | 1 3 4 | | | | | | | | | | | | | | |
| 4 | Application of academic conventions to written communication | 5 | | | | | | | | | | | | | | |

All - Assessment Task 2: Copywriting Exercises

| | | |
|------------------|--|----------------------------------|
| GOAL: | To develop your knowledge of and skill in copywriting in different mediums, you will create and design a high-impact print advertisement for a product or service specified in class, devising attention-attracting headlines, engaging body copy, and striking and appropriate images. You'll then adapt this print ad to a chosen online or social media channel focusing on more precise audience segmentation. Additionally, you will provide a commentary and rationale to explain your strategic and aesthetic choices, and to critically examine your ad's call to action and potential efficacy. | |
| PRODUCT: | Artefact - Creative, and Written Piece | |
| FORMAT: | The task requires you to demonstrate your ability to develop an effective advertisement from scratch, based on a marketing strategy created in course workshops, clear target audiences and showing understandings of consumer behaviour, branding theory, the AIDA model and its digital analogues, and the synergistic relationship between copy and images in different mediums, including interactive social media spaces. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 Show skill, creativity and originality in copywriting | 2 4 5 |
| | 2 Explain relevance of final copy to set task in the selected mediums. | 1 4 |
| | 3 Application of persuasive techniques in different mediums. | 3 4 |
| | 4 Demonstrate impact of final copy in the selected mediums. | 2 4 |
| | 5 Application of professional conventions to written communication. | 5 |

All - Assessment Task 3: Integrated advertising campaign

| | | |
|------------------|---|----------------------------------|
| GOAL: | The task requires you to demonstrate your ability to integrate various formats and mediums to deliver an effective marketing message to audiences. You will devise a synergistic, integrated advertising campaign across multiple mediums including interactive mediums. You will share your developing skill and creativity in copywriting and be able to explain your choices in terms of your overall approach, and how you adapt your headlines, body copy and images, in selected mediums. | |
| PRODUCT: | Artefact - Creative, and Written Piece | |
| FORMAT: | In a scripted audiovisual presentation of no longer than 15 minutes, share your understanding of the positioning, overall target audience (and specific segmentation of that audience), leading up to sharing the central 'big creative idea' of your campaign. With a focus on integration and multi-media synergy, demonstrate how you combine 'traditional' advertising, interactivity, earned media/PR, and both Above-the-line and Below-the-line elements to achieve a set of campaigns goals. In your accompanying script, you will provide a rationale for your creative choices. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 Show skill, creativity and originality in copywriting. | 1 2 4 5 |
| | 2 Explain relevance of final copies to the set task in the selected mediums. | 3 4 |
| | 3 Application of persuasive techniques in different mediums. | 2 4 5 |
| | 4 Demonstrate impact of each advertisement to overall campaign in the selected mediums. | 1 4 |
| | 5 Application of professional conventions to written communication. | 5 |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au