City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/18

Part I   Course Overview

Course Title:	Promotional Writing in English
Course Code:	EN3513
Course Duration:	1 Semester
Credit Units:	3
Level:	B3
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims at introducing the student to the basic theories and techniques of promotional writing across a range of promotional texts and within an integrated marketing communications (IMC) framework in the following ways:
- to describe the processes and practices involved in creating promotional messages across a variety of audiences, markets and media;
- to explore the relevance of the integrated marketing communications (IMC) framework and approach to disseminating promotional messages for the professional promotional writer;
- to apply promotional writing skills in the construction and planning of a wide range of promotional texts within the promotional mix of the marketing context;
- to examine how various marketing and promotional elements must be coordinated to communicate effectively;
- to explain the use of persuasion and communication theories in creating effective promotional messages from the dual viewpoint of end user and practitioner.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Explain the rhetorical concepts essential to the creation of promotional writing and its application across a range of professional genres.		X	X	
2.	Identify and manage the response processes of the receivers of promotional communication and their implications for promotional planning and creative strategy essential for the creation of promotional discourse.		X	X	X
3.	Critically evaluate examples of promotional communication from the perspective of the consumer and practitioner.		X	X	
4.	Generate and apply promotional writing concepts and techniques in planning and writing a wide range of promotional documents including posters, leaflets, flyers, brochures, web pages, and advertisements.		X	X	X

* If weighting is assigned to CILOs, they should add up to 100%.   100%

A1:   *Attitude*
   Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   *Ability*
   Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
   Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures, tutorial discussions.	The lectures will introduce students to the main rhetorical concepts and skills essential to an understanding of the function and usage of promotional writing. The tutorials will enable students to critically discuss these theories and competencies more subjectively and with application to writing practice.	X						
Case study and reading analysis.	In-class individual and group analysis of promotional writing based case studies and readings with guided comprehension questions will enable students to become well acquainted with the range of promotional writing genres and their respective audiences. Students will also master the many ways in which varying rhetorical models and principles are evaluated and applied in both the creation and consumption of these promotional messages.		X					
Problem based learning activities.	A series of in-class, individual and group-based tutorial exercises throughout the semester will enable students to actively evaluate and apply rhetorical theories and promotional writing examples covered in lectures and readings.			X				
Methodology in action activities.	Students will be asked to identify and apply rhetorical concepts and demonstrate promotional writing competencies in producing written texts using a range of critical and practical methodologies covered in lectures, readings and practised in tutorial sessions.				X			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Critical analysis of promotional text (minimum 1500 word report): students will identify and choose an example of promotional writing and analyse it critically according to selected rhetorical principles and persuasion theories.	X	X					20%	Individual work; assessed individually
Promotional Campaign Project (15 minute presentation): Students arranged in small groups will create and compose a promotional campaign for a chosen brand.	X		X	X			30%	Group work; assessed as a group (with peer feedback component)
Promotional Writing Portfolio: Students will develop an online writing portfolio that showcases approximately 8-10 samples of promotional writing, along with examples of audience analysis and brand strategy research. Formative assessment of individual pieces will be provided during the semester to allow revision and development of samples before formal evaluation.	X	X	X	X			40%	Individual work; assessed individually
Digital Participation: Students will actively participate in online discussions on key brands, industries, and promotional writing case studies. They will contribute to and lead online discussions, and regularly share interesting or unique examples of promotional writing found during their daily lives.		X	X				10%	Individual work; assessed individually
Examination: ____% (duration: , if applicable)								

* The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Critical analysis of promotional text	Content Purpose Style	The content is very well analysed and developed; All relevant information is included for analysis; The information is comprehensively analyzed and explained; The information and message are effectively conveyed; The purpose of the analysis and re-write are completely achieved; Extremely well expressed in very clear and accurate English.	The content is competently selected and developed; The information included for analysis is sufficient; The information is sufficiently analyzed and explained; The information and message are clearly conveyed; The purpose of the analysis and re-write are achieved; Well expressed in clear and accurate English.	The content selected for analysis is sufficient; Only part of the relevant data is included for analysis; Only part of the information is analyzed and explained; Only part of the information and message are clearly conveyed; The purpose of the analysis and re-write is partially achieved; Expressed in moderately clear and accurate English.	The content selected for analysis is sketchy and inadequate; Only limited data is incorporated for analysis; The analysis is not very informative and comprehensive; Only limited information and message is conveyed; The purpose of the analysis and re-write are not clearly stated. Expressed overall with inaccurate English.	The content selected for analysis is highly inadequate; Very limited or inaccurate data is incorporated for analysis; The analysis is not at all comprehensible; Very limited information and message is conveyed; The purpose of the analysis and re-write are not achieved in any way; Expressed in incomprehensible and highly inaccurate English.
2. Promotional Campaign Project	Content Style Purpose	The promotional campaign is extremely well planned and executed; All relevant information is extremely well	The promotional campaign is well planned and executed; All relevant information is well researched and included for	The promotional campaign is moderately well planned and executed; Relevant information is moderately	The promotional campaign is poorly planned and executed; Relevant information is not included and not well researched and not included for background analysis	Unable to plan and execute the promotional campaign; Unable to include any relevant information and unable to include information for

		researched and included for background analysis of the brand/product being promoted; Creative concept is extremely well devised in words and images to professional standard; Extremely well expressed in very clear and accurate English.	background analysis of the brand/product being promoted; Creative concept is well devised in words and images to professional standard; Well expressed in very clear and accurate English**.**	researched and included for background analysis of the brand/product being promoted; Creative concept is moderately well devised in words and images to professional standard; Expressed in moderately clear and accurate English.	of the brand/product being promoted; Creative concept is not well devised in words and images to professional standard; Expressed overall with inaccurate English.	background analysis of the brand/product being promoted; Unable to devise creative concept to professional standard; Expressed in incomprehensible and highly inaccurate English. Very limited information and message is conveyed; The purpose of the analysis and re-write are not achieved in any way; Expressed in incomprehensible and highly inaccurate English.
3. Promotional Writing Portfolio	Content Purpose Style	Each writing sample is extremely well planned and executed, and shows a strong understanding of the goals of that particular type of promotional writing; All relevant information is extremely well researched and included for background analysis of the	Each writing sample is well planned and executed, and shows an understanding of the goals of that particular type of promotional writing; All relevant information is well researched and included for background analysis of the brand/product being promoted;	Each writing sample is moderately well planned and executed, and shows an adequate understanding of the goals of that particular type of promotional writing; Relevant information is moderately researched and included for background analysis of the brand/product	Some or most writing samples are poorly planned and executed, and show little understanding of the goals of that particular type of promotional writing; Relevant information is not included and not well researched and not included for background analysis of the brand/product being promoted; Creative concept is not well devised in words and images to	Unable to plan and execute the promotional writing samples; Unable to include any relevant information and unable to include information for background analysis of the brand/product being promoted; Unable to devise creative concept to professional standard; Expressed in incomprehensible and highly inaccurate English. Very limited

		brand/product being promoted; Creative concept is extremely well devised in words and images to professional standard; There is evidence that students have made considerable and valuable revisions of writing samples following formative feedback and seminar activities; Extremely well expressed in very clear and accurate English.	Creative concept is well devised in words and images to professional standard; There is evidence that students have made positive revisions of writing samples following formative feedback and seminar activities; Well expressed in very clear and accurate English.	being promoted; Creative concept is moderately well devised in words and images to professional standard; some evidence that students have made revisions of writing samples following formative feedback and seminar activities; Expressed in moderately clear and accurate English.	professional standard; little evidence that students have made revisions of writing samples following formative feedback and seminar activities Expressed overall with inaccurate English.	information and message is conveyed; There is no evidence that students have made revisions of writing samples following formative feedback and seminar activities Expressed in incomprehensible and highly inaccurate English.
4. Digital Participation	Content Purpose Style	Student actively engages in discussions on course topics and relevant promotional writing samples through an array of online outlets (e.g. Twitter, WordPress, LinkedIn, Facebook); Student regularly contributes their own discoveries of unique or	Student regularly engages in discussions on course topics and relevant promotional writing samples through an array of online outlets (e.g. Twitter, WordPress, LinkedIn, Facebook); Student occasionally contributes their own discoveries of	Student engages in discussions on course topics and relevant promotional writing samples through an array of online outlets (e.g. Twitter, WordPress, LinkedIn, Facebook); Student contributes their own discoveries of unique or interesting promotional writing	Student engages in discussions on course topics and relevant promotional writing samples through an array of online outlets (e.g. Twitter, WordPress, LinkedIn, Facebook); Student seldom contributes their own discoveries of unique or interesting promotional writing campaigns; Student has little digital interaction with	Student seldom engages in discussions on course topics and relevant promotional writing samples through an array of online outlets (e.g. Twitter, WordPress, LinkedIn, Facebook); Student does not contribute their own discoveries of unique or interesting promotional writing campaigns; Student has no digital interaction with key

		interesting promotional writing campaigns, and leads online discussions about these; Student interacts digitally with key brands, industries, and others in the marketing industry through an array of online outlets (e.g. Twitter, WordPress, LinkedIn, Facebook); Student develops and maintains a highly professional digital presence; All interactions are expressed in very clear and accurate English.	unique or interesting promotional writing campaigns, and leads online discussions about these; Student interacts digitally with key brands, industries, and others in the marketing industry through an array of online outlets (e.g. Twitter, WordPress, Facebook); Student develops and maintains a highly professional digital presence; All interactions are expressed in clear and accurate English.	campaigns; Student interacts digitally with key brands, industries, and others in the marketing industry through an array of online outlets (e.g. Twitter, WordPress, Facebook); Student develops a professional digital presence; M o interactions are expressed in clear and accurate English.	key brands, industries, and others in the marketing industry through an array of online outlets (e.g. Twitter, WordPress, Facebook); Student's digital presence is not professional; Interactions are expressed in inaccurate English.	brands, industries, and others in the marketing industry through an array of online outlets (e.g. Twitter, WordPress, Facebook); Student's digital presence is not professional; Interactions are expressed in incomprehensible and highly inaccurate English.

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus
   (An indication of the key topics of the course.)
Promotional writing, rhetorical theory, persuasion theory, promotional communication, public communication, semantics, motivation theory, reception theory, identification theory, response analysis, collaborative writing, audience analysis, consumer behavior, public relations, advertising, sales promotion, integrated marketing communications, promotional campaigns, genre analysis, discourse analysis.

2.   Reading List
2.1   Compulsory Readings
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Hackley, C. (2010). Advertising and Promotion: An Integrated Marketing Communications Approach. London: Sage.
2.	
3.	
…	

2.2   Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)

1.	Bly, R. (2006). The Copywriter's Handbook: A Step-By-Step Guide To Writing Copy That Sells. New York: Owl.
2.	Shaw, M. (2012). Copywriting: Successful Writing for Design, Advertising, and Marketing. London: Lawrence King.
3.	Sugarman, J. (2007). The Adweek Copywriting Handbook. New York: John Wiley.
4.	Zinsser, W. (1976). On Writing Well. New York: Harper Collins.