

**City University of Hong Kong
Course Syllabus**

**Department of English
with effect from Semester B 2019 / 20**

Part I Course Overview

Advertising Copywriting in English

Course Title:

EN3561

Course Code:

1 semester

Course Duration:

3

Credit Units:

B3

Level:

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:

(for GE courses only)

English

Medium of Instruction:

English

Medium of Assessment:

Nil

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)

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course aims to:

- explore the process of advertising copywriting in English and the techniques involved in the complex process of creating advertising texts for various media and a range of audiences;
- identify examples and genres of persuasive writing in English;
- critically evaluate the impact that advertising messages have on audiences in a range of social and professional contexts;
- analyse the language and discourse of advertising messages in English;
- apply a range of multi-modal persuasive devices used by advertising copywriters to practice writing advertising copy across a range of media.

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.	Identify and explain the concepts underpinning the rationale and creation of advertising copy and its application across a range of media for various audiences and demonstrate an understanding of the history and role of professionals and institutions in shaping communications.		✓		
2.	Critically evaluate the advertising process – production and consumption – and its use by a range of agencies in society and understand concepts and apply theories in the use and presentation of images and information.		✓	✓	
3.	Analyse the means by which advertising messages are employed at a number of functional communicative levels for a variety of purposes including commercial sales, entertainment, information provision, social control and cultural exchange.		✓	✓	
4.	Create impactful advertising copy in English using words and images to communicate effectively with identified target audiences by writing correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.				✓
5.	Critically assess their own advertising copy for accuracy and fairness, clarity, appropriate style and grammatical correctness to think critically, creatively and independently.			✓	
		100%			

* If weighting is assigned to CILOs, they should add up to 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	5		
Mini-lectures, tutorial discussions	The lectures will introduce students to the main historical and contemporary concepts of advertising essential to an understanding of the role that persuasive communication plays. The tutorials will enable students to critically discuss these theories and with application to the production of advertising concepts and copy.	✓	✓					Throughout the semester
Case study analysis	In-class individual and group analysis of persuasive advertising case studies and readings with guided comprehension questions will enable students to become acquainted with the range of persuasive communicative messages across advertising genres from print to outdoor and digital modes to analyse and understand the ways in which varying persuasive communication models and principles are used professionally in the creation of effective ad messages.		✓	✓				3-6 weeks
Problem based learning activities	A series of in-class, group-based and group-led tutorial exercises throughout the semester will enable students to apply the advertising copywriting theories and skills covered in mini-lectures, cases and readings by designing and creating their own copy.				✓	✓		Throughout the semester
Methodology in action activities	Students will generate effective advertising copywriting skills using a range of critical and practical methodologies covered in lectures, cases, readings and practised in tutorial sessions to create their own advertisements in small groups.				✓	✓		3-9 weeks

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	5			
Continuous Assessment: 100%								
Critical analysis of advertising text	✓	✓	✓				25%	Individual
In-class presentation of critical analysis	✓	✓	✓				20%	Individual
Advertising campaign project	✓		✓	✓			25%	Group
In-class presentation of advertising campaign project	✓		✓	✓			20%	Group
Written commentary	✓	✓			✓		10%	Individual
							100%	

** The weightings should add up to 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)
Critical analysis of advertising text	Quality of written paper on critical analysis of advertising text	<ul style="list-style-type: none"> • The text is very well selected and analysed. • All relevant information and key persuasion theories and advertising concepts are included for analysis. • The text is very comprehensively analysed and explained. • The analysis is effectively conveyed in coherent and accurate written English. 	<ul style="list-style-type: none"> • The text is well selected and analysed. • On the whole key relevant information and key persuasion theories and advertising concepts are included for analysis. • The text is well analysed and explained. • The analysis is clearly conveyed in accurate written English. 	<ul style="list-style-type: none"> • The text selected for analysis is sufficient. • Only part of information and key persuasion theories and advertising concepts are included for analysis. • Only part of the text is analysed and explained. • Only part of the analysis is clearly conveyed in moderately accurate written English. 	<ul style="list-style-type: none"> • The text selected for analysis is sketchy and inadequate. • Only limited information and key persuasion theories and advertising concepts are incorporated for analysis. • The analysis is not informative or comprehensive. • The analysis is limited and in somewhat understandable written English. 	<ul style="list-style-type: none"> • The text selected for analysis is totally inadequate. • Very limited or inaccurate information and key persuasion theories and advertising concepts are incorporated for analysis. • The analysis is not at all comprehensible. • Unable to analyse key persuasion theories and advertising concepts and unable to use understandable written English.
In-class presentation of critical analysis	Organization/Delivery/Grammar/Effectiveness/Timing of presentation	<ul style="list-style-type: none"> • The text is very comprehensively analysed and explained. • The presentation is very well organized, delivered in clear and accurate, fluent and idiomatic English, and within the time limit. 	<ul style="list-style-type: none"> • The text is well analysed and explained. • The presentation is well organized, delivered in largely accurate, fluent and idiomatic English, and within the time 	<ul style="list-style-type: none"> • Only part of the text is analysed and explained. • The presentation is adequately organized and comprehensible, but the standard of the spoken English may need improvement. It may exceed the 	<ul style="list-style-type: none"> • The analysis is not informative or comprehensive. • The presentation is incomplete or partially incomprehensible due to poor organization or the standard of the spoken English. 	<ul style="list-style-type: none"> • The analysis is not at all comprehensible. • The presentation is incomplete or largely incomprehensible due to poor organization or significant problems in the standard of the spoken English.

			limit.	time limit.		
Advertising campaign project	Quality of written documentation of advertising campaign project	<ul style="list-style-type: none"> • The creative concept is very well developed and analysed. • All relevant advertising concepts are applied and executed. • The advertising concept is comprehensively analysed and explained. • The analysis and campaign execution are very effectively conveyed in coherent and accurate written English. 	<ul style="list-style-type: none"> • The creative concept is developed and analysed. • On the whole key advertising concepts are applied and executed. • The advertising concepts are well analysed and explained. • The analysis and campaign execution are conveyed well in coherent and accurate written English. 	<ul style="list-style-type: none"> • The creative concept is moderately developed and analysed. • Sufficient advertising concepts are applied and executed. • Partial advertising concepts are sufficiently analysed and explained. • Partial analysis and campaign execution are sufficiently conveyed in moderately accurate written English. 	<ul style="list-style-type: none"> • The creative concept is sketchy and inadequate. • Only limited advertising concepts are applied and poorly executed. • The advertising concepts and campaign execution are not sufficiently analysed and explained. • The analysis and campaign execution are very limited in somewhat understandable written English. 	<ul style="list-style-type: none"> • The creative concept is totally inadequate. • Very limited or inaccurate advertising concepts are applied poorly executed. • The advertising concepts and campaign execution are not at all comprehensible. • The analysis and campaign execution are not at all comprehensible.
In-class presentation of advertising campaign project	Organization/Delivery/Grammar/Effectiveness/Timing of presentation	<ul style="list-style-type: none"> • The advertising concept is comprehensively analysed and explained. • The analysis and campaign execution are very effectively conveyed in coherent and accurate English. • The presentation is 	<ul style="list-style-type: none"> • The advertising concepts are well analysed and explained. • The analysis and campaign execution are conveyed well in coherent and accurate English. • The presentation is 	<ul style="list-style-type: none"> • Partial advertising concepts are sufficiently analysed and explained. • Partial analysis and campaign execution are sufficiently conveyed in moderately 	<ul style="list-style-type: none"> • The advertising concepts and campaign execution are not sufficiently analysed and explained. • The analysis and campaign execution are very limited in somewhat 	<ul style="list-style-type: none"> • The advertising concepts and campaign execution are not at all comprehensible. • The analysis and campaign execution are not at all comprehensible. • The presentation is incomplete or largely

		very well organized, delivered in clear and accurate, fluent and idiomatic English, and within the time limit.	well organized, delivered in largely accurate, fluent and idiomatic English, and within the time limit.	accurate English. • The presentation is adequately organized and comprehensible, but the standard of the spoken English may need improvement. It may exceed the time limit.	understandable English. • The presentation is incomplete or partially incomprehensible due to poor organization or the standard of the spoken English.	incomprehensible due to poor organization or significant problems in the standard of the spoken English.
Written commentary	Quality and depth of evaluation of the group work on advertising campaign project and teammates' performance in producing it	• Provided a very thorough and critical evaluation strongly supported by ample evidence.	• Provided a good evaluation supported by evidence.	• Provided an adequate evaluation with some support.	• Provided a marginal evaluation within incomplete support.	• Did not complete the peer review or did not provide evidence for the evaluation.

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.)

Advertising copywriting, advertising concepts, rhetorical theory, response models, promotional communication, multi-modal communication, visual communication, response analysis, collaborative writing, audience analysis, consumer behaviour, semiotics, advertising, integrated marketing communications, advertising campaigns, advertising copywriters, branding, VALS.

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.	Felton, G. (2013). Advertising Concept and Copy (3rd ed.). W.W. Norton and Company: New York.
2.	Shaw, M. (2012). Copywriting: Successful Writing for Design, Advertising and Marketing. London: Laurence King Publishers.

2.2 Additional Readings

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

1.	Arens William F. & Schaefer David H. (2007) Essentials of Contemporary Advertising. New York: McGraw Hill.
2.	Herzbrun, D. (2001) Copywriting by Design: bringing ideas to life with words and images. Lincolnwood, Illinois: NTC Business Books.
3.	Jones, R. (2000) The Big Idea. London: Harper Collins.
4.	O'Guinn, T.C. Allen, C.T. Semenik, R. J. (2006) Advertising. Cinn, Ohio: South Western College Publishing.