

| DEREE COLLEGE SYLLABUS FOR: CN 3409 ADVERTISING COPYWRITING AND EVALUATION  |   |  |   |     |   |     |                                   |   |
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| <div>Instruction hours/lab hours/ US credits 3/0/3<br/>UK LEVEL: 5<br/>UK CREDITS: 15</div> <div>(Updated: Fall 2025)</div> |   |  |   |     |   |     |                                   |   |
| PREREQUISITES:  | WP 1010 Introduction to Academic Writing<br>WP 1111 Integrated Academic Writing and Ethics<br>WP 1212 Academic Writing and Research<br>CN 2110 Introduction to Advertising  |  |   |     |   |     |                                   |   |
| CATALOG DESCRIPTION:  | Critically reading advertisements in context. Creatively writing advertising copy for the traditional and new media. Understanding the importance of creative copy in advertising. Approaching the managerial aspects of creative advertising. The elements of creativity from an advertising copywriter's point of view.   |  |   |     |   |     |                                   |   |
| RATIONALE:  | Students should be able to develop a two-faceted understanding of creative advertising: first, it is a professional endeavour that adheres to restrictions and mandates while delivering specific outcomes; second, it creates cultural texts that are interpreted by individuals, thus affecting culture and society at large. The module emphasises critical thinking and creative writing in advertising.  |  |   |     |   |     |                                   |   |
| LEARNING OUTCOMES:  | As a result of taking this course, the student should be able to:<br><br><div><div>1.</div><div>Understand and articulate the basic elements of semiotic and narrative theory in relation to advertising</div></div> <div><div>2.</div><div>Understand the role of the creative team and the copywriter, in the advertising agency</div></div> <div><div>3.</div><div>Analyse and create advertising texts using semiotic and narrative techniques</div></div> <div><div>4.</div><div>Conceptualise and develop advertising ideas for specific audiences, identifying the needs and appeals that trigger specific emotions.</div></div> <div><div>5.</div><div>Compose skilful headlines, end lines, basic design, copy and scripts for specific media.</div></div> |  |   |     |   |     |                                   |   |
| METHOD OFTEACHING AND LEARNING:   | In congruence with the teaching and learning strategy of the college, the following tools are used:<br><div><div>•</div><div>Interactive Learning (class discussions, case study analysis, content analysis)</div></div> <div><div>•</div><div>Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.</div></div> <div><div>•</div><div>Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</div></div>   |  |   |     |   |     |                                   |   |
| ASSESSMENT:   | <div>Summative:</div> <table><tr><td>First assessment: Case Study (2400-2600 words).</td><td>50%</td></tr><tr><td>Final assessment: Project (creation of an online portfolio comprising creative advertising executions).</td><td>50%</td></tr></table> <div>Formative:</div> <table><tr><td>In class workshops&amp; brainstorming</td><td>0</td></tr></table>  |  | First assessment: Case Study (2400-2600 words). | 50% | Final assessment: Project (creation of an online portfolio comprising creative advertising executions). | 50% | In class workshops& brainstorming | 0 |
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| Final assessment: Project (creation of an online portfolio comprising creative advertising executions).                     | 50%   |  |   |     |   |     |                                   |   |
| In class workshops& brainstorming   | 0   |  |   |     |   |     |                                   |   |

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|   | <p>Formative assessment is designed to develop students' comprehension of basic principles and their ability to come up with ideas.</p> <p>The first assessment (case study) tests LO 1 and 2.<br/>The final assessment ( project) examines LO 3, 4, and 5.</p> <p>Students are required to resit failed assessments in this module.</p>   |
| <b>READING:</b>   | <p><b>REQUIRED READING:</b><br/>Altstiel, T.&amp; Grow, J. (2017). Advertising Creative: Strategy, Copy, and Design. 4th Edition, Sage.</p> <p><b>RECOMMENDED READING:</b></p> <ul style="list-style-type: none"> <li>• Miliopoulou, G.Z. (2024). <i>Creative Advertising Concept &amp; Copy: A practical, multidisciplinary approach</i>. Routledge.</li> <li>• Applegate, E. (2015) Strategic copywriting: how to create effective advertising. Rowman&amp; Littlefield Publishers.</li> <li>• Pricken, M. (2008) Creative Advertising, New Edition. Thames &amp; Hudson</li> <li>• Felton, G. (2013) Advertising: concept and copy, third edition. W. W. Norton &amp; Company.</li> <li>• Drewniany, B.L. and Jewler, J.A. (2013) Creative strategy in advertising, eleventh edition. Cengage Learning.</li> </ul>                                    |
| <b>INDICATIVE MATERIAL:</b><br>(e.g. audiovisual, digital material, etc.) | <ul style="list-style-type: none"> <li>• Grammar &amp; use of English for copywriters:<br/><a href="https://www.quickanddirtytips.com/grammar-girl">https://www.quickanddirtytips.com/grammar-girl</a></li> <li>• Podcasts on content writing:<br/><a href="https://contentmarketinginstitute.com/podcast-network/">https://contentmarketinginstitute.com/podcast-network/</a></li> <li>• Podcasts on copy-writing: <ul style="list-style-type: none"> <li>◦ <a href="https://player.fm/podcasts/Copywriting">https://player.fm/podcasts/Copywriting</a></li> <li>◦ <a href="https://www.hotcopypodcast.com/">https://www.hotcopypodcast.com/</a></li> <li>◦ <a href="http://copywriterspodcast.com/">http://copywriterspodcast.com/</a></li> <li>◦ <a href="https://www.theallusionist.org/">https://www.theallusionist.org/</a></li> </ul> </li> </ul> |
| <b>COMMUNICATION REQUIREMENTS:</b>  | Blackboard and an active ACG email account. High standards of oral and written English for all assignments   |
| <b>SOFTWARE REQUIREMENTS:</b>   | Blackboard CMS; MSOffice; multimedia production software, web-based freemium design apps such as canva.com   |
| <b>WWW RESOURCES:</b>   | <ul style="list-style-type: none"> <li>• <a href="http://www.canva.com">www.canva.com</a></li> <li>• <a href="http://www.adsoftheworld.com">www.adsoftheworld.com</a></li> <li>• <a href="http://www.contently.com">www.contently.com</a></li> <li>• <a href="http://contentmarketinginstitute.com/blog/">http://contentmarketinginstitute.com/blog/</a></li> <li>• <a href="http://www.adweek.com">www.adweek.com</a></li> <li>• <a href="http://www.adage.com">www.adage.com</a></li> </ul>  |
| <b>INDICATIVE CONTENT:</b>  | <ol style="list-style-type: none"> <li>1. Introduction to semiotics: Dyadic &amp; triadic models; Peirce &amp; visual symbols; encoding &amp; decoding; denotation &amp; connotation; anchoring; rhetoric figures &amp; tropes</li> <li>2. Introduction to narrative theory: conflict; roles; plot; time; narrator</li> <li>3. Rhetoric, persuasion and narratives in advertising</li> <li>4. The copywriter: job description, roles, skills &amp; challenges</li> <li>5. The print ad: components, basic design principles, text-image synergy</li> <li>6. Posters, leaflets and brochures: the very basic design process</li> <li>7. Language and tone of voice</li> <li>8. The radio ad: ideation, script writing &amp; recording</li> </ol>  |

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|  | <ul style="list-style-type: none"><li>9. The TVC: ideation, structure, script writing &amp; visualization</li><li>10. Display advertising: instructions and opportunities</li><li>11. Social media content: posts, memes, infographics</li></ul> |
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