

Advertising and Public Relations Writing

Code: 104897
ECTS Credits: 6

Degree	Type	Year	Semester
2501935 Advertising and Public Relations	OB	3	2

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Carolina Serra Folch

Cristina Fernandez Victory

Prerequisites

No requirement

Objectives and Contextualisation

To know, study, reflect, examine and practice the role of Copywriter as a key professional within the organizational structure of an advertising agency, its functions and its operational development both in Above The Line (ATL) and Below The Line (BTL) devising and writing all kinds of advertising pieces.

To prepare students to work effectively in writing texts for the web, digital advertising and social networks in order to be competent in these and other emerging media.

Competences

- Apply creative techniques in writing advertisements.
- Demonstrate knowledge of the narrative and expressive characteristics of a creative advertising message.
- Demonstrate knowledge of the structure and functions of the technological context that plays a role in the advertising communication process.

- Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use one's imagination with flexibility, originality and ease.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Apply the strategic principles that determine a campaign to developing a creative briefing.
4. Communicate using language that is not sexist or discriminatory.
5. Consider how gender stereotypes and roles impinge on the exercise of the profession.
6. Critically analyse the principles, values and procedures that govern the exercise of the profession.
7. Distinguish the fundamental principles of relational dialectics between repeatability and originality-innovation.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Identify situations in which a change or improvement is needed.
10. Identify the fundamental principles of recognition and significant difference.
11. Identify the social, economic and environmental implications of academic and professional activities within one's own area of knowledge.
12. Propose new methods or well-founded alternative solutions.
13. Propose new ways to measure the success or failure of the implementation of innovative proposals or ideas.
14. Propose projects and actions that incorporate the gender perspective.
15. Propose viable projects and actions to boost social, economic and environmental benefits.
16. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
17. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
20. Use one's imagination with flexibility, originality and ease.
21. Use technological instruments for the composition and editing of graphic messages.
22. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
23. Weigh up the risks and opportunities of both one's own and other people's proposals for improvement.

Content

SYLLABUS:

Part I

The figure of the copywriter.

Strategy, idea, word.

Elements of copywriting: the holder.

Elements of copywriting: the body copy.

Naming

Slogans

Part II

ATL advertising

Composition for Graphical Media

Radial wedge scripts

Books and newsrooms for TV and videos

Redaction for internet pieces

Part III

BTL advertising

Redaction for direct marketing (cards, loose sheets, brochures, mail advertising)

Items and redaction for Email Marketing

Composition for parts for mobile advertising

Writing for street marketing ads, guerrilla

Composer formats for Internet advertising, Social Networks, PLV, sponsorship, use of influencers, etc.).

Methodology

- Theory to explain key concepts (master class).
- Required readings (books, articles, chapters, websites, blogs...).
- Optional readings (books, articles, chapters, websites, blogs...).
- Individual and group writing practice based on a briefing.
- Final practice of a real client campaign (if possible) and its oral presentation.

The calendar will be available on the first day of class. Students will find all information on the Virtual Campus: the description of the activities, teaching materials, and any necessary information for the proper follow-up of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical sessions	37.5	1.5	3, 20, 4, 7, 8, 10, 11, 23, 12, 15, 18, 17, 21, 5, 22
Tutorials	15	0.6	3, 20, 7, 8, 10, 11, 23, 12, 14, 15, 18, 17, 21, 5, 22

Type: Supervised

Reading, analysing and synthesising texts, preparing and carrying out work	7.5	0.3	1, 20, 7, 8, 10, 9
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Type: Autonomous

Theoretical classes, seminars and practices	82.5	3.3	1, 3, 20, 7, 8, 9, 19, 16
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Assessment

This subject continues evaluation and does not foresee single evaluation

Evaluation

Activity A: Theoretical content exam 30% of the final grade.

Activity B: Specific practices 50% of the final grade.

Activity C: Final practice 20% of the final grade.

In order to pass the course, the minimum grade of each of the activities cannot be less than 5. The final grade will be the weighted average of the grades of the three activities.

Recovery

Students will be entitled to the reevaluation of the subject. They should present a minimum of activities that equals two-thirds of the total grading.

The recoverable activities are the content exam and the final practice.

Plagiarism

In the event that the student performs any irregularity that may lead to a significant variation of an evaluation act, this evaluation act will be graded with 0, regardless of the disciplinary process that could be instructed. In the event, that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final practice	20%	2.5	0.1	6, 2, 1, 3, 20, 4, 7, 8, 10, 11, 9, 23, 12, 13, 14, 15, 19, 18, 16, 17, 21, 5, 22
Specific practices	50%	3	0.12	6, 2, 1, 3, 20, 4, 7, 8, 10, 11, 9, 23, 12, 13, 14, 15, 19, 18, 16, 17, 21, 5, 22
Theoretical content exam	30%	2	0.08	2, 1, 3, 20, 4, 7, 10, 9, 14, 16, 17, 21, 5, 22

Bibliography

Castellblanque, Mariano; Ronco, Víctor (2020), *Manual del Redactor Publicitario Offline-Online*. ESIC, Madrid

Curto, V. Rey, J. Sabaté J. (2008), *Redacción publicitaria*. Editorial UOC

D&AD (2018), *The Copy Book*. Taschen

Escribano Hernández, Asunción (2018). *La redacción publicitaria*. Síntesis

Estanyol, E. Serra C. Castellblanque, M. (2015), *¿Dónde cuentan sus historias las marcas*. Ed. UOC

Estanyol, E. Roca, A. Castellblanque, M. Serra C (2015) *¿Quién se esconde detrás de una campaña publicitaria?*

Fernández Cavia, José; Huertas, Asunción (2009): *Redacción en relaciones públicas*, Pearson-Prentice Hall, Madrid.

Guillén, Montse (2006), *La motivación del redactor publicitario. Aproximación a un modelo de estudio*

Morel, Rosa (2018). *Neurocopywriting*.

Navarro, Carlos (2006), *Creatividad publicitaria eficaz*. ESIC, Madrid

Rom, Josep i Sabaté, Joan (2007): *Llenguatge publicitari: Estratègia i creativitat publicitàries*. UOC, Barcelona.

Rodero, Emma y otros(2004). *La radio que convence. Manual para creativos y locutores publicitarios*. Ariel

Sawyer, R. (2006) *Kiss & Sell. Redacción Publicitaria*. Index Book. Barcelona

Software

This subject does not require specific software.