



Unit Title	Writing for the Creative Industries
FHEQ Level	Level 5
Unit Code	EABD181
Credit Value	15 credits
Unit Type	Elective

Learning Hours			
Staff – Student Contact Hours		Independent Study Hours	
Classes	37.5	Independent Study	50
Supervised access to resources		Preparation for Assessment	10
		Unsupervised Access to Resources	52.5
Total			150

Unit Description

Advertising and Branding has traditionally utilised the synergy between visual content and written language. Audience engagement is often dependent on a clever interrelationship between these elements. Learning to communicate effectively through written language is therefore an essential skill for anyone working in these industries. Within the School of Design at Ravensbourne the emphasis of much of your study is focused on art direction and visual making but this unit provides the opportunity to develop skills in language based creative communication and copywriting. You will learn how to translate a visual concept into words and create written narratives that will engage a range of different audiences. These skills will complement your creative work and enhance your portfolio as you progress through into employment.

The Five Principles underpin the Mindsets and Skillsets Manifesto and are the foundation upon which all course curriculum frameworks and unit specifications are based. The relevant Principles as stated below have been mapped against the Learning Outcomes relevant to each course unit and at each level (see Programme Specifications for full description of the Five Principles):

1. Cultivate / Where the individual thrives.
2. Collaborate / Where disciplines evolve.
3. Integrate / Where education engages industry.
4. Advocate / Where purpose meets practice.
5. Originate / creativity meets technology.

Unit Indicative Content

- Workshops that examine techniques for using written language to describe/ instruct & name.
- Editing, refining, reading.
- Workshops that examine how to combine written and visual communication.

- Review and examination of case studies to examine effective and engaging copywriting.

Unit Aims

- To understand how to define a proposition using a single word.
- To understand how to define a proposition through a concise short form word composition.
- To understand how to create a dynamic word based call to action and tailor it to a specific audience.
- To learn how to combine moving image and copy to create an engaging narrative description.
- To understand the potential synergies between word and image.

Unit Learning Outcomes

LO 3 Development/Prototyping

Analyse a range of potential pathways that result in appropriate solutions, informed by an understanding of the principles of the creative process.

Related Principle: INTEGRATE

LO 5 Presentation /Storytelling For Influence

Select and employ effective methods of presentation and communication of projects in considering the audience/client and the purpose of the work, whether in visual, oral or written form.

Related Principle: ADVOCATE

LO 8 Professional Identity

Investigate specific professional contexts to situate your own practice

Related Principle: CULTIVATE

Learning and Teaching Methods

In Level 05, directed learning is facilitated alongside increasingly self-directed activity. Directed activity includes workshop tasks, lectures and problem solving exercises in the studio. Critique, group discussion and tutorial provide opportunities for directed analysis, examination, exploration and evaluation. Students are expected to challenge established ideas through semi directed experimentation and informed speculation. They will develop an independent viewpoint through the synthesis of independent discovery and guidance provided by staff. Students will work independently, and as part of a team to engage in activities defined by their tutor. Students receive feedback on their work during critiques, tutorials and group discussion. Peer review and feedback continue to be a valuable tool in our assessment strategy and team-working will facilitate additional opportunities for this to happen. Formal feedback against learning outcomes and assessment is provided at the midpoint of the unit, alongside formative guidance. At the end of the unit summative

assessment will take place in response to the submission of specified assessment evidence.

Assessment methods and tasks

Brief description of assessment methods

Assessment tasks	Weighting (%) (one grade or multi-grade unit)
<ul style="list-style-type: none"> A portfolio of writing produced in response to specified tasks within the unit. 	100% (all work marked holistically) (pass/fail)

Indicative Assessment Criteria

Assessment criteria are the basis on which the judgment of the adequacy of the work is made. A more detailed assessment criteria will be specified in the brief.

- Demonstrate understanding of how to create effective and appropriate communication through a single word definition of a proposition. (LO3, LO5, LO8)
- Demonstrate understanding of how to create effective and appropriate communication using a short form word based composition. (LO3, LO5, LO8)
- Demonstrate understanding of how to create effective call to action and tailor it to a specific audience. (LO3, LO5, LO8)
- Combine moving image and copy to create an engaging narrative. (LO3, LO5, LO8)
- Demonstrate the utilisation of synergy between written language and visual imagery. (LO3, LO5, LO8)

Essential Reading List

1. Horberry, R. (2014) Read me. 10 Lessons for Writing Great Copy. London: Laurence King.
2. Maslen, A. (2010) The Copywriting Sourcebook: How to Write Better Copy, Faster - For Everything from Ads to Websites. London. Marshall Cavendish.
3. Maslen, A. (2015) Persuasive Copywriting: Using Psychology to Engage, Influence and Sell. London: Kogen
4. Shaw, M. (2012) Copywriting: Successful Writing for Design, Advertising and Marketing. London: Laurence King

***Other reading matter and reference points will be specified within the project briefs that make up this Unit**