

**COURSE DATA****DATA SUBJECT**

Code: 36547
Name: Advertising communication
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1333 - Degree in Audiovisual Communication	Facultat de Filologia, Traducció i Comunicació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1333 - Degree in Audiovisual Communication	Comunicación publicitaria y corporativa	COMPULSORY

COORDINATION

ROGER MONZO VANESSA

SUMMARY

Advertising Communication is a compulsory course of the Degree in Audiovisual Communication that is part of the subject Advertising and Corporate Communication.

This subject brings together the studies and knowledge that revolve around advertising communication. Advertising discourses are a narrative typology inherent to audiovisual communication since the beginning of the mass communication society. This subject also explores the milestones that, from a diachronic point of view, define advertising discourses in today's societies. The contents will dedicate special attention to two key issues: the definition nomenclature of advertising and associated terminology, the construction of advertising models (stereotypes) and the mechanisms of advertising action. Special attention will be paid to the treatment of an inclusive and gender perspective. Finally, the advertising creation process is analyzed. The concepts of communication and advertising chain are introduced and its structures are analyzed.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**



There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

No other types of requirements are considered.

COMPETENCES / LEARNING OUTCOMES

1333 - Degree in Audiovisual Communication

In terms of creativity, students must be able to take expressive and thematic risks within the framework of availability and in terms of audiovisual communication. They must be able to apply personal solutions and points of view in the development of projects.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to work well in a team, able to assume both subordinate roles and, where appropriate, the role of coordinator or director. They must be able to put into practice all the skills that they have acquired. They must know how to value their own proposals, but also to adapt to the demands of a group or a business.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Students should be able to defend a culture of peace and respect for the fundamental human rights within the processes of communication, specifically in regards to equality between women and men in all types of communication (informative, interpretative, semiotic, dialogic and opinion).

Students should be able to obtain and select relevant information and sources in order to solve problems and elaborate on strategies.

Students should be able to search for, select, read, interpret and analyse both written and audiovisual texts and documents (analytically, synthetically and critically).

Students should be able to work as a team, communicate their own ideas and integrate themselves into group projects aimed at achieving results.

Students should have initiative, creativity, credibility, honesty, leadership spirit and responsibility, both personally and professionally.

Students should have the capacity and creativity necessary to take expressive and thematic risks within the scope and timeframes of communicative production, applying well-founded solutions and perspectives to the development of projects.

Students should possess the ability to organise and plan their tasks, performing them in an orderly manner and prioritising the journalistic processes in a logical manner.

Students should show solidarity with people across the planet, as well as knowledge of the main cultural



currents in relation to individual and collective values and respect for human life.

DESCRIPTION OF CONTENTS

1. Introduction to advertising

- 1.1. Concept of advertising. origins
- 1.2. Nature of the advertising message
- 1.3. Archetypes and stereotypes
- 1.4. Advertising strategies: Storytelling and Femvertising

2. Advertising agencies

- 2.1. Concept of agency
- 2.2. Organizational charts and functions

3. The advertising creation process

- 3.1. The creative briefing: the starting point
- 3.2. Visual identity: moodboard
- 3.3. Basic elements of art direction

4. Advertising in the media

- 4.1. display advertising
- 4.2. radio advertising
- 4.3. Television advertising
- 4.4. digital advertising



5. The advertising campaign

5.1. Advertising pre-production, production and post-production

5.2. AI-powered content generation for advertising campaigns. Case studies.

Learning outcomes

These contents will be reflected in the following learning outcomes:

- Manage principles and functions of visual identity.
- Teamwork.
- Coordinate work teams.
- Value their proposals.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	35,00
Independent study and work	22,50
Preparation of lessons	0,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY

On-site activities

Face-to-face teaching will follow the following methodologies:

- **Lecture:** This lecture is used as a structured expository methodology to introduce and contextualize the program's core theoretical content, providing students with a solid foundation



on which to build further learning. Participation is encouraged through questions that stimulate reflection and provide opportunities for interaction during the presentation.

- **Case Study and Analysis:** This methodology is geared toward developing critical thinking and applied analytical skills. The program works with real-life campaigns, selected for their professional relevance, that allow students to observe the application of strategies such as storytelling, femvertising, and the use of generative AI in advertising. The analysis of these cases promotes learning by helping students establish connections between theory and its application in real-life contexts within the industry.
- **Classroom Presentation and Group Work:** This active methodology is geared toward developing communicative, creative, and social skills. Students form working groups of four to create a 360° advertising campaign for a real brand. To do so, they must develop a creative brief, a mood board, four graphics, a radio spot, a commercial, a social media strategy, and a guerrilla marketing campaign. The campaigns are presented through a pitch at the end of the semester before a jury composed of the course teacher, another Audiovisual Communication degree teacher, and/or a practicing advertising creative, replicating a context close to professional reality. This dynamic improves oral communication, teamwork, and synthesis skills. It also promotes feedback as part of active and participatory learning in the classroom and allows for the continuous assessment of skills related to advertising communication.

Off-site activities

Students will complete the following out-of-class activities:

- **Preparation of individual or group assignments:** This allows students to apply the content covered in class by creating written and audiovisual assignments, both individually and collaboratively. Throughout the course, exercises are offered focused on writing creative briefs, creating pieces for an advertising campaign, and analyzing real campaigns. In the case of group projects, remote coordination and a balanced distribution of responsibilities are encouraged. This activity fosters the integration of knowledge, critical reflection, and the development of technical and transversal skills in asynchronous work contexts.
- **Study and independent work:** This is essential for the progressive assimilation of the program's theoretical and practical content. Students must review essential and complementary teaching resources (readings, videos, reference materials) and delve into key aspects of advertising communication. This activity helps foster individual responsibility in learning, as well as organizational and self-management skills, which are essential for academic and professional development.
- **Preparation of assessment activities:** Students must prepare various assessable activities individually and in groups, including oral presentations, practical exercises, and written tests. This activity is linked to the entire syllabus and aims to consolidate the acquired knowledge, as well as train students in the clear, structured, and reasoned presentation of their advertising knowledge and proposals.

Educational innovation

This course is part of the educational innovation project **PIEE-3896177 "Artificial Intelligence in Communication – Iacom"** and follows the activities approved in this regard by the Service for Continuing Education and Educational Innovation (SFPIE), which include: promoting digital skills, especially those



related to the effective, ethical, and responsible use of AI tools; reinforcing the development of students' critical thinking and intellectual autonomy, especially in relation to the use of AI; and enhancing teaching collaboration across different subjects and degrees.

Sustainable Development Goals

This course specifically considers the following **Sustainable Development Goals**:

- SDG 4: The subject promotes inclusive, equitable and quality education, developing practical skills in audiovisual editing and post-production. It is committed to active methodologies that favour meaningful learning and continuous professional development in the audiovisual field.
- **SDG 5: Gender Equality**, Target 5.1. That students have the skills necessary to contribute to ending all forms of discrimination against all women and girls around the world.

EVALUATION

The general grading system will follow the Regulation of evaluation and grading of the Universitat de València for bachelor's and master's degrees, approved by the Consell de Govern on May 30, 2017 (ACGUV 108/2017).

Assessment in the first examination period

The assessment in the first examination period will be carried out in the following way:

- **Final written exam (70%)**: This will involve the collaborative development of a 360° advertising campaign, integrating knowledge acquired throughout the course. Students present the campaign to a panel composed of the course instructor, another Audiovisual Communication instructor, and/or a practicing advertising creative, replicating a context close to their professional reality. This assessment will evaluate students' ability to conceptualize, plan, and structure a complete advertising proposal with a coherent narrative strategy. **This part of the assessment can be retaken in the second sitting.**
- **Presentation of outlines, summaries, and proposed texts (20%)**: This assessment consists of an individual project involving a critical reading of selected texts and an exhaustive analysis of a real advertising campaign. This methodology seeks to foster a deep understanding of theoretical concepts. **This part of the assessment can be retaken in the second sitting.**
- **Assessment of attitude and participation in class dynamics (10%)**: Regular attendance, participation, and attitude during in-person sessions will be especially valued. Participation in debates, involvement in collaborative work, and timely submission of assignments will be taken into account. **This part of the assessment cannot be made up for the second sitting.**

To pass the course, a minimum grade of **5 out of 10 must be obtained** in the **Final written exam** and in the **Presentation of outlines, summaries, and proposed texts**. If either of these two sections does not reach the minimum grade, the course will be considered failed, and the corresponding part (or parts) must be



made up for the second sitting. In such cases, **the average of both grades will not be calculated**, even if the grade is equal to or greater than 5, and the final grade will be the one for the part not passed.

Assessment in the second examination period

The assessment in the second examination period will maintain, if applicable, the grades obtained in the blocks passed in the first examination period. The evaluation of the blocks failed or not presented will be carried out in the following way:

- **Final written exam (70%):** This will consist of the individual development of a 360° advertising campaign. The student will present the campaign to the course instructor, replicating a context close to professional reality.
- **Presentation of outlines, summaries, and proposed texts (20%):** preparation of an individual assignment involving a critical reading of selected texts and an exhaustive analysis of a real advertising campaign.
- **Evaluation of attitude and participation in class dynamics (10%):** this cannot be made up for the second sitting. The grade obtained in the first examination session will be maintained.

If the student **does not obtain a minimum grade of 5 out of 10** in the **Final written exam** and in the **presentation of outlines, summaries, and proposed texts** in the second sitting, the course will be considered failed. **The two grades will not be averaged**, even if the grade is equal to or higher than 5, and the final grade will be the grade for the part failed.

Remarks

- Spelling and grammar correction will be required for all written assignments. Each mistake will result in a reduction of the grade obtained, which may be as high as a fail.
- If plagiarism is found in an assessment project, it may be graded with a numerical grade of zero, regardless of any disciplinary proceedings that may be initiated and, if applicable, any appropriate sanctions under current legislation.
- Intellectual honesty is vital in academic communities and for the fair evaluation of student work. All projects submitted in this course must be of original authorship. Projects that use fraudulent collaboration or composition aided by artificial intelligence (ChatGPT or others) will not be accepted, unless their use is part of the course content or authorized by the teaching faculty.

REFERENCES

Basic references



- Bassat, Lluís (2013). *El libro rojo de la publicidad (ideas que mueven montañas)*. Debolsillo.
- Farran Teixidó, Eduard (2016). *Desde la trinchera*. Ed. UOC.
- Menéndez Menéndez, María Isabel (2023). *¿Puede la publicidad ser feminista? Teoría y práctica sobre femvertising*. Ed. UOC.

Additional references

- Bassat, Lluís (2006). *El libro rojo de las marcas: como construir marcas de éxito*. Debolsillo.
- García Clairac, Santiago (2005). *Realización de Spots Publicitarios*. Ed. Urano.
- Landa, Robin (2011). *Publicidad y Diseño. Las Claves del éxito*. Anaya Multimedia.
- Ortega, Enrique (2004). *La comunicación publicitaria*. Pirámide.
- Santana, Eva (2017). *Tapas de publicidad: introducción y fundamentos*. Promopress.