

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: COMM 170**  
**Course Title: Broadcast Copywriting**

**Year: 2025-2026**  
**Credit Hours: 3**

**I. Course Description:**

This is a second-level writing course intended to teach students to write creative radio, television, and web commercials. Correct grammar, structure, and style will be important factors in student success. In-class writing assignments will be a significant part of the learning experience. Those, as well as homework assignments, will be read aloud in class and critiqued on the spot. Prerequisite: ENGL 101. 3 Cr. (3 Lec.) Fall semester.

**II. Additional Course Information:**

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| 1. | This course is required for Broadcast Production: Radio and Television Concentration majors.            |
| 2. | This course would be an interesting introduction for anyone interested in learning about media writing. |

**III. Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

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| 1. | Research and analyze data to think critically, creatively, and independently to solve problems and reach conclusions.  |
| 2. | Express themselves clearly using college-level verbal, presentation, and written skills required by the profession.  |
| 3. | Create works for a professional portfolio using analytical, problem-solving, aesthetic, critical thinking, and creative means suitable for transfer to a four-year institution or an entry-level broadcast facility. |

**IV. Tompkins Cortland General Education Goals & SUNY Competencies**

**Critical thinking**

Students will work on research assignments in the course. Students apply knowledge gained from lectures, readings, and media presentations to help them make informed decisions about planning and delivering their group project and writing assignments. In addition, students will develop problem-solving skills such as team building, effective collaboration, and creative brainstorming as they complete hands-on course projects.

**Social/Global Awareness**

Students explore creative works in media and the impact of media from around the world. Students will be comparing media formats and styles as they learn to write their own copywriting assignments.

**Information Management**

Students use the computer to submit their work for weekly assignments and to do their basic research. They will also use the computer to locate, evaluate, and synthesize information for research projects both on their own and with the help of a research librarian.

## V. Essential Topics/Themes

1. Research: demographics, generational, psychographic, geodemographic, motivating consumers, hierarchy-of-effects models
2. Creative strategy: secondary research about the consumers, business, products & services, primary research, the creative process, the emotional selling proposition
3. Advertising copy research: guidelines for testing, focus groups, observation, projective techniques, mechanical tests, large group posttests, attitude or persuasion tests, inquiry tests, sales or in-market tests
4. Print advertising: advantages and disadvantages, organizing the local retail ad, writing the local retail ad, designing the local retail ad, positioning the local retail ad, ethical considerations in retail advertising
5. Radio advertising: advantages and disadvantages, types of radio commercials, forms of radio commercials, evoking pictures in radio commercials, music voices and sound effects, humor in radio commercials, radio script format
6. Television advertising: advantages and disadvantages, types of television commercials, forms of television commercials, film and digital production techniques, live action, cartoon and stop motion, timing, camera shots, camera movements, transitions, special effects, the problem-solution format, the demonstration format, the testimonial format, the spokesperson format, the jingle format, humor in TV scripts, sex in TV scripts, the script, the storyboard
7. Internet and social media advertising: advantages and disadvantages, internet ads, banner ads, email ads, social media ads, writing for social media
8. Public relations and corporate advertising: advantages and disadvantages, how PR differs from advertising, writing the news or press release, corporate advertising

## VI. Methods of Assessment/Evaluation

Method	% of Grade
In-class writing assignments	20-30%
Final Project	20-30%
Homework	15-25%
Quizzes	10-20%
Tests	10-20%

## VII. Texts

### RECOMMENDED

1. Applegate, Edd. <i>Strategic Copywriting How to Create Effective Advertising</i> . 2 <sup>nd</sup> ed., 2016. Rowman & Littlefield. ISBN: 1442244089
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1. Bundell, Bill. <i>The Art and Craft of Feature Writing</i> . New American Library, NY, 1986.
2. Evans, Julie A. <i>Journalism</i> . Marshall Cavendish Benchmark, New York, @ 2012.
3. Filak, Vincent, F. <i>Convergent Journalism: An Introduction: Writing and Producing Across Media</i> . Routledge, 2019.
4. Franklin, John, <i>Writing for Story</i> . Mentor, NY, 1986.
5. Graves, Lucas. <i>Deciding What's True: The Rise of Political Fact-Checking in American Journalism</i> , 2016.

6. Hernandez, Richard K, and Jeremy Rue. <i>The Principles of Multimedia Journalism: Packaging Digital News</i> . London: Routledge, @ 2016.
7. Hudson, Gary, and Sarah Rowlands. <i>The Broadcast Journalism Handbook</i> . Milton: Routledge, 2018.
8. Kuehn, Scott & Lingwall, James. <i>The Basics of Media Writing: A Strategic Approach</i> . Sage Publications, Thousand Oaks, CA, 2018.
9. Murray, Donald. <i>Writing for Your Readers</i> . The Global Perquot. Chester, Conn., 1983.
10. Raus, Charles. <i>Conversations with American Writers</i> . McGraw-Hill, NY, NY, 1984.
11. Roberts, J. <i>Writing for Strategic Communication Industries</i> . Ohio State University, 2016
12. Stovall, James Glen. <i>Writing for the Mass Media</i> . 9th ed. Englewood Cliffs, NJ: Prentice-Hall, 2014. Print.

## IX. Other Learning Resources

### Audiovisual

None specified

### Electronic

Computer access

### Other

No resources specified

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms. Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure. Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*