

## 1. BASIC DETAILS

<b>Course</b>	Persuasive Communication
<b>Degree</b>	Bachelor's Degree in Advertising
<b>School/Faculty</b>	Economy, Social and Communication Sciences
<b>Year</b>	1º
<b>ECTS</b>	6 ECTS
<b>Type</b>	Core
<b>Language(s)</b>	Spanish and English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	2º semester
<b>Academic year</b>	2024/25
<b>Professor</b>	Dra Begoña Moreno

## 2. INTRODUCTION

The Persuasive Communication course is part of the Fundamentals of Communication and Advertising module (Module 1), and is taught in the 1st year of the Bachelor's Degree in Advertising.

It enables students to know the essence of the pillars of Persuasive Communication, developing an ability to analyse and interpret communication, and of the psychological effects that this generates with the recipient. It provides students with the ability to understand the whole attracting, understanding and memory system of the recipient concerning persuasive advertising messages. Attention, understanding and memory of persuasive communication.

## 3. SKILLS AND LEARNING OUTCOMES

### **Key skills (CB, by their acronym in Spanish):**

CB1 - Students have shown their knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.

CB2 - Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area

CB3 - Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters

CB4 - Students can communicate information, ideas, problems and solutions to both specialist and non- specialist audiences

CB5 - Students have developed the learning skills necessary to undertake further study in a much more independent manner

**Transversal skills (CT, by their acronym in Spanish):**

CT1 - Ethical values: Ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.

CT2 - Independent learning: Skillset for choosing strategies to search, analyse, evaluate and manage information from different sources, as well as to independently learn and put into practice what has been learnt

CT3 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to reach common goals.

CT4 - Written/spoken communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements

CT6 - Adapting to change: Be able to accept, consider and integrate different perspectives, adapting your own approach as required by the situation at hand, and to work effectively in ambiguous situations

CT9 - Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

**Specific skills (CE, by their acronym in Spanish):**

CE07 - Ability to use production techniques to generate innovative and creative ideas in a professional advertising environment.

CE15 - Ability to produce creative solutions to new consumer needs

CE21 - Recognise the different theories and processes of the cognitive and behavioural processes applied which are involved in the advertising process

**Learning outcomes (RA, by their acronym in Spanish):**

RA1: Know the essence of the pillars of persuasive communication, developing an ability to analyse and interpret communication, and of the psychological effects that this generates with the recipient.

RA2: Be able to understand the whole attracting, understanding and memory system of the recipient concerning persuasive advertising messages. Attention, understanding and memory of persuasive communication.

RA3: Be able to understand the intrapersonal and interpersonal processes that have an influence on persuasive communication.

RA4: Be able to trigger conscious and mindful communication skills in order to maximize the effects of influential and persuasive communication in the receptor, in all its variants and forms in the industry.

RA5: Know the different internal factors of a psychological nature and external factors linked to emotional intelligence, which affect and determine the communication perception and buying decision process.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB02, CT02, CT09, CE15	RA1
CB02, CT02, CT09, CE15	RA2
CB02, CT02, CT09, CE15	RA3
CB02, CT02, CT09, CE15	RA4
CB02, CT02, CT09, CE15	RA5

## 4. CONTENTS

The subject is organised into six course units, which are then split into topics (four or five topics depending on the units):

- Advertising communication dynamics and design to influence human conduct;

- General theoretical knowledge of the rhetorical figures of goal-oriented communication;
- Persuasive tools and effects caused with the recipient;
- Advertising argumentation tools (impulse buying, rational buying), rhetorical figures of persuasive advertising communication;
- Rhetorical figures applied to advertising creativity; interpretation of rhetorical figures in the application of advertising;
- Fundamental pillars of persuasive conscious communication by means of the theoretical and experiential fundamentals of mindfulness in communication.

## 5. TEACHING/LEARNING METHODS

### ON CAMPUS STUDY MODE

- Lecture/online conference
- Collaborative learning
- Project-based learning
- Learning based on workshop teaching

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On-campus:

Learning activity	Number of hours
Lectures	10
Asynchronous lectures	30
Debates and discussions	10
Oral presentations	40
Drawing up reports and written work	10
Group tutorials	20
Independent working	25
Research (scientific/case studies) and Projects	5

<b>TOTAL</b>	<b>150</b>
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## 7. ASSESMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

### On-campus:

Assessment system	Weighting
On-campus knowledge tests	40.0
Oral presentations	15.0
Reports and written work	15.0
Case study/problem scenario	10.0
Performance observation	20.0

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

### 7.1. Ordinary call

In order to pass the course in the ordinary call, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the final exam, so that it can be averaged with the rest of the activities.

### 7.2. Extraordinary call

In order to pass the course in the extraordinary call, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade higher or equal to 4.0 in the final test, so that it can be averaged with the rest of the activities.

The activities not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

## 8. TIMETABLE

In this section you will find the timetable with dates for the delivery of evaluable activities of the subject:

Assessable activities	DATES
Attendance and participation in seminars, conferences, lectures, external activities, etc.	February to May (inclusive)
Carrying out the activities	February to May (inclusive)
Project implementation	May to June (inclusive)
Knowledge test	june

This timetable may be subject to modifications for logistical reasons. Any modification will be notified to the student in due time and form.

## 9. REFERENCES

La obra de referencia para el seguimiento de la asignatura es:

A continuación, se indica la bibliografía recomendada:

- Bassat, Luis, (2001). El libro rojo de la publicidad. Barcelona: Plaza & Janes.
- Benavides, Juan. (1997), Lenguaje publicitario. Hacia un estudio del lenguaje en los medios. Madrid: Editorial Síntesis.
- Dondis, Donis A. (1985), La sintaxis de la imagen: introducción al alfabeto visual. Barcelona: Gustavo Gili.
- HIMPE, T (2008) La publicidad de vanguardia. Barcelona: Ed. Blume.
- KOTLER, P. CÁMARA, D. GRANDE, I. y CRUZ, I. (2000). Dirección de Marketing. Madrid: Prentice Hall.
- LACASA y BLAY, Antonio S. (2004). Gestión de la Comunicación Empresarial. Ediciones Deusto Gestión 2000, Barcelona.
- Madrid:Ed. ESIC.
- MCLUHAN, Marshall (1987). El Medio es el mensaje. Ediciones Paidós Ibérica, Barcelona.

- MOLINÉ, Marçal. (2003), La comunicación activa. Publicidad sólida. Bilbao: Editorial Deusto.
- PICKTON, David y BRODERICK, Amanda (2005). Integrated Marketing Communications. Prentice Hall.
- RIES, Al y RIES, Laura (2000). Las 22 leyes inmutables de la marca. McGraw-Hill Interamericana de España, Madrid.
- RUSELL, E. (2010) Fundamentos de marketing. Madrid: Ed. Index Book.
- SÁNCHEZ HERRERA, J. PINTADO BLANCO, T (2010) Estrategias de marketing para grupos sociales.
- SÁNCHEZ HERRERA, J. PINTADO BLANCO, T (2010) Nuevas tendencias en comunicación. Madrid:Ed.
- SUN TZU. (2006). El Arte de la Guerra. Versión de Thomas Cleary, Editorial EDAF, Madrid
- VARGAS, José Jesús, (2012), Análisis de la Comunicación publicitaria gráfica: Deconstrucción de la eficiencia comunicativa gráfica: innovador método docente en el análisis y construcción de los mensajes publicitarios. Editorial: Visión Libros. Madrid.
- VARGAS, José Jesús (2022) El profesional del siglo XXI: Herramientas de comunicación y aprendizaje para el éxito laboral. McGraw Hill. ISBN: 8419187194.
- VILLAFAÑE, Justo (1993). Imagen Positiva. Gestión estratégica de la imagen de las empresas. Ediciones Pirámide.

## 10. 10 EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students: Acompañamiento y seguimiento mediante la realización de asesorías y planes personalizados a estudiantes que necesitan mejorar su rendimiento académico.

1. In terms of attention to diversity, non-significant curricular adjustments are made, i.e. at the level of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
2. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
3. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## **11.SATISFACTION SURVEYS**

our opinion matters!

Universidad Europea encourages you to participate in the satisfaction surveys to detect strengths and areas for improvement about the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey area of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.

## **12 USE OF IA REGULATION**

The student must be the author of his/her work/activities.

The use of Artificial Intelligence tools (AI) must be authorized by the teacher in each assignment/activity, indicating in what way it uses are permitted. The teacher will inform in advance in which situations AI tools may be used to improve spelling, grammar and editing in general. The student is responsible for clarifying the information given by the tool and duly declaring the use of any AI tool, according to the guidelines given by the teacher. The final decision on the authorship of the work and the appropriateness of the reported use of an AI tool rests with the lecturer and those responsible for the degree.