



**COMM 214/22W – TU/TH 2:30 – 3:45 Corboy Law Center Room 326**

**OVERVIEW:**

In this course, we will explore the creative process and examine what makes an advertising concept creative. We'll be looking at a lot of advertising; the good, the bad, and the ugly.

Through a series of short lessons, in-class exercises, and creativity-building assignments, you will be exposed to the how's and whys of creativity in advertising. You'll be challenged to create better ads on your own, you'll discover how to be more creative, and you'll learn by doing.

You will come out of this class with a better understanding of advertising creativity, as well as with the tools and methods necessary to create advertising in various media. In the end, you'll be surprised at how creative your work will be and what a grasp you'll have on creative concepts.

## YOU WILL LEARN:

- An understanding of what makes great advertising.
- The ability to develop an idea and extend it through film, digital, social, print, guerilla, outdoor and whatever else you dream up.
- The confidence to present and sell an idea.
- The wherewithal to discuss and defend ideas amongst your peers.
- The revelation that you might actually be more creative than you think.

**INSTRUCTOR: Alan Rado**

**PHONE: 312.806.6243**

**EMAIL: [arado@luc.edu](mailto:arado@luc.edu)**

## ABOUT ME:

As an experienced creative director, I've worked at major advertising agencies including DDB, DMB&B, BBDO and McCann Worldgroup, where I consistently developed award-winning campaigns and managed groups along the way. I've created and executed a wide range of integrated marketing campaigns for leading edge brands such as AT&T, Anheuser-Busch (Budweiser/Michelob Light), McDonald's, GM (Cadillac/Buick), Mazda, Jeep, and BP/Amoco. Since 2004, I've taught over 20 courses at six different colleges here in Chicago. In 2017, I received my MFA in Communication Design.

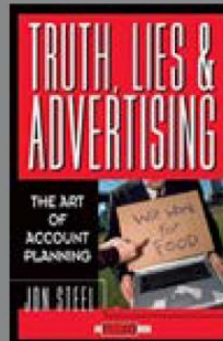
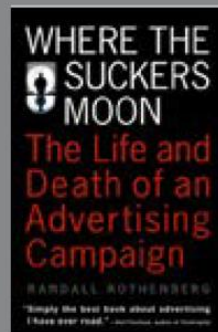
## NO TEXTBOOK, BUT...

You should be a student of advertising, and you should be reading books about the creative process, studying advertising award books, checking out advertising blogs, and keeping up on the best creative of the day. While there is no specific textbook for this class, in your pursuit of a career in advertising, I strongly encourage you to read at least one of the following excellent books:

"Where the Suckers Moon"  
Randall Rothenberg. The book that comes closest to capturing the insanity of life in an ad agency.

"Truth, Lies & Advertising" Jon Steele. The best book about ad strategy I've ever read. And strategy is at the heart of creative advertising.

"Hey, Whipple, Squeeze This"  
Luke Sullivan. The classic advertising-idea primer.



## HOW YOU'LL BE GRADED:

### ATTENDANCE & PARTICIPATION: 10%

Attend class. Participate. Collaborate. Ask questions. Answer questions. Be engaged in class. Present your ideas with passion and conviction. Make yourself known. **More than four missed classes/unexcused absences** could hurt your participation score and lower your course grade.

### HOMEWORK ASSIGNMENTS: 50%

This will include **13 assignments**. The first 2 projects are worth 3% each, projects 3-13 are worth 4% each. The emphasis for grading will be on following directions, quality of the content, and evident effort put forth. Written assignments must be well written and free of spelling/grammar errors. If your work contains blatant errors, expect a reduced grade. Details for these advertising assignments will be announced during class and always posted on Sakai. Unless you have a good excuse, late work will not be excepted.

### FINAL TERM PROJECT: 40%

**This is the single most important assignment you'll do.** It will be the culmination of all you've learned in class. Utilizing the tools given to you over the semester while teaming up with a partner. You'll first write your own Creative Brief including a Tag Line. From that brief, you'll create a full, multi-media campaign. Along with your partner, you'll also write your presentation and present it to the class during exam week.

## GRADING SCALE:

A: 100-95, A-: 94-90, B+: 89-87 B: 86-83, B-: 82-80, C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-64, D-: 63-60, F: Less than 60

## TIPS FOR SUCCEEDING IN THE COURSE:

**Attendance.** *Class will start promptly at 2:30 pm and end at 3:45 pm.* In great part, what you will learn from this class is the result of participating in class presentations, discussions, and collaborative projects. Your attendance is crucial. Missed classes (unexcused absences) will hurt you, your creative partners, and your participation score. It will also lower your course grade. If you must miss a class due to a legitimate excuse, such as an illness or family emergency, it's your responsibility to contact me as soon as possible. Completing any missed work will be discussed at that time.

**Grading.** Grading will emphasize attendance, participation, and contributions during class. You will be graded on the lessons you absorb and apply to your work through

your writings and ideas, your demonstration of the understanding of the methods and principles learned in class, as well as the quality of your concepts and writing, and the evident effort you put into them.

**Phones and Laptops.** The goal, of course, is to keep your attention focused on the class. To that end, phones should be put away so they won't distract you, the presenter, and your fellow classmates. Laptops should be put away too, except for specific classroom

**Keep up with the work.** The material covered in this course has a logical, methodical flow. Read the chapters. Do the homework. And don't fall behind.

**Submit work on time.** All homework and project assignments will be posted on Sakai. You will be required to post your completed work on Sakai. Submit all work before the posted deadline, i.e., before the start of the class for which it is due. Late assignments will not be accepted.

**Exceed expectations.** Your work will be reviewed and graded based on your writing, the quality and originality of your examples, and the extent of your use of marketing and advertising concepts to support your ideas. Advertising is a creative field and you will be rewarded for innovative, relevant, and outstanding thoughts that are well supported in both papers and presentations.

**Proof and edit your work.** Rewrite, edit, and edit again. The goal is to communicate effectively, professionally, and exactly. Support your recommendations with facts and cite your sources. Note: Written assignments must be free of spelling/grammar errors. If your work contains blatant errors, expect a reduced grade.

**Be a good collaborator.** You will be working as part of a team on several projects. I will allow some class time for teams to meet and work on projects. You will be expected to carry your fair share of your team's work. Your contribution to your team will be evaluated by me and your peers.

**Style and quality count.** Communication isn't just about the words. A good-looking paper or presentation has a way of standing out (and earning a better grade).

**Have fun.** Advertising is the "toy department" of the business world. Have some fun learning about it. The more you enjoy what you're doing, the more you'll succeed.

## **COURSE SCHEDULE:**

**This schedule is subject to change. Do not do assignments from it. Detailed instructions will be announced during class and posted on Sakai.**

### **WEEK #1: August 29, 31**

- Course Overview
- PPT: What is Branding?
- “The Brand That is You”/Discussions – Due September 5
- PPT’s: Elements of an Ad, Who’s the Target?
- “Identify the Target” Assignment #1 – Due September 5
- Show Creative Briefs

### **WEEK #2: September 5, 7**

- Due September 5: “Identify the Target” Assignment #1
- Due September 5/Discussions: “The Brand That is You”
- PPT’s: Brand Equity vs Brand Parity, Finding the Insight, Insight Examples
- Show Creative Briefs (continued)
- “Finding the Insight” Homework Assignment #2 – Due September 7
- Due September 7: “Finding the Insight” Assignment #2
- PPT’s: How to Work with A Partner, Blank Sheet of Paper

### **WEEK #3: September 12, 14**

- Choose Your Partner
- PPT’s: Benefits Vs Features, SMITTS-Single Most Important Thing to Say, Strategy, Pool-Out
- “Krispy Kreme Commercial” Assignment #3 – Due September 14
- Due September 14: “Krispy Kreme Commercial” Assignment #3
- PPT: TV Scripts
- “Mayhem Pool-Out” Assignment #4 – Due September 19

### **WEEK #4: September 19, 21**

- Hand out ADM assignment (weeks 6-12)
- Due September 19: “Mayhem Pool-Out” Assignment #4
- PPT’s: What to Do When You’re Stuck, Ad Agency Roles
- Watch Art & Copy – Quiz next week on September 28

### **WEEK #5: September 26, 28**

- PPT’s: The Power of Visuals, Rough Layouts, Art Director’s Guide to Layout Styles, Print Ad Breakdown, Print Campaigns with No Headline or Copy
- “McDonalds’s Visually Driven Print Ad” Assignment #5 – Due September 28
- Due September 28: Art & Copy Quiz
- Due September 28: “McDonalds’s Visually Driven Print Ad” Assignment #6
- “Heinz Ketchup Ads” Assignment #6 – Due October 3

### **WEEK #6: October 3, 5**

- Begin ADM (weeks 6-12)
- Due October 3 “Heinz Ketchup Ads” Assignment #6

- PPT's: Creating Taglines, What Makes a Great Tagline?
- "Chocolate Coke Tagline" Assignment #7 – Due October 5
- Due October 5 Assignment #7: "Chocolate Coke Tagline" Assignment
- PPT: The Power of Words
- "Starbucks Headline & Tagline" Assignment #8 – Due October 12

### **WEEK #7: October 10 (No Class), 12**

- Due October 12: "Starbucks Headline & Tagline" Assignment #8
- "Starbucks Print Ads" Assignment #9 – Due October 17
- PPT's: Great Outdoor, OOH Guidelines, Homeless Ads

### **Week #8 October 17, 19**

- Due October 17: "Starbucks Print Ads" Assignment #9
- "Homelessness OOH" Assignment #10 – Due October 19
- Due October 19: "Homelessness OOH" Assignment #10
- PPT's: Guerrilla, ZOO Ads
- "San Diego Zoo Guerrilla" Assignment #11 – Due October 24

### **WEEK #9: October 24, 26**

- Due October 24: "San Diego Zoo Guerrilla" Assignment #11
- PPT's: Interactive Advertising, Internet Advertising, Banner Ads, Facebook Ads, Carousel Ads, Web Banner Templates
- "Starburst Minis Banner Ads" Assignment #12 – Due October 31

### **WEEK #10: October 31, November 2**

- Due October 31: "Starburst Minis Banner Ads" Assignment #12
- PPT's: Social Media Assignment, Award Winning Social Media
- "Heinz Social Media" Assignment #13 – Due November 7

### **WEEK #11: November 7, 9**

- Due November 7: "Heinz Social Media" Assignment #13
- Creative Project Kick-off – Hand out Brand Creative Briefs, Order of Presentation
- "Creative Brief" – Due November 14

### **WEEK #12: November 14, 16**

- Due November 14: "Creative Brief"
- Work on Final Term Project

### **WEEK #13: November 21, 23 (Thanksgiving-No Class)**

- Work on Final Term Project
- PPT: Mood Boards

### **WEEK #14: November 28, 30**

- Work on Final Term Project

### **WEEK #15: December 5, 7**

- Present: First Draft of Final Term Project
- Present: Corrections on Final Term Project

### **WEEK #16; Finals Week: December 16: 4:15pm**

- Submit Final Term Project in Sakai no later than December 15
- Teams Present Final Term Project

## **SCHOOL OF COMMUNICATION STATEMENT ON ACACEMIC INTEGRITY:**

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during an examination; obtaining information from another student or any other person during an examination; using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor; attempting to change answers after the examination has been submitted; unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom; falsifying medical or other documents to petition for excused absences or extensions of deadlines; or any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.; submitting as one's own another person's unpublished work or examination material; allowing another or paying another to write or research a paper for one's own benefit; or purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:  
[http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml)

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations. (The School of



Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (located at [www.luc.edu/equity](http://www.luc.edu/equity)). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s Title IX Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>). The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at [equity@luc.edu](mailto:equity@luc.edu) or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at [luc.edu/coalition](http://luc.edu/coalition) or [luc.edu/wellness](http://luc.edu/wellness).

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral ([LUC.edu/csaa](http://LUC.edu/csaa)) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: [LUC.edu/dos](http://LUC.edu/dos) or [LUC.edu/csaa](http://LUC.edu/csaa); phone number 773-508-8840, email [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu)

*One last thing...* University leadership is currently discussing policies regarding student use of ChatGPT and other AI technology on assignments. To maintain our culture of excellence and integrity, please refrain from using AI assisted technology in the

classroom unless you're specifically authorized to do so by me for an assignment, a test, a quiz, or any deliverable that will be graded.

## **FINAL THOUGHTS:**

You don't have to be a creative genius to do well in this class. You don't even have to think of yourself as creative. But you'll be surprised how the tools and methods you'll learn throughout the semester will help you fire up the right side of your brain. The key to doing your best in this class is not settling for the first idea that comes to mind. Rarely are those the best ideas a creative person has. The more ideas you generate, the better you'll become and the better your work will be. Bottom line: To really succeed at this craft, you need to scratch below the surface and wear that pencil down.

