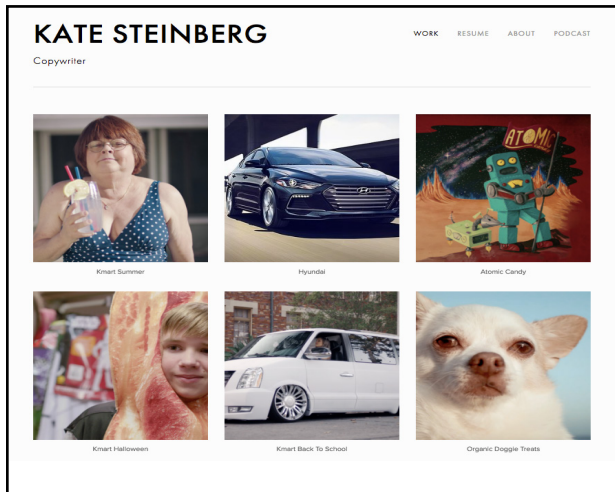




COMM 344  
Portfolio I

Tues. & Thurs. 2:30 - 3:45 PM  
SOC Room 015

It's a simple fact. If you want to get a job as a copywriter or art director in an ad agency, you have to have a portfolio. Today that is not a physical portfolio but an online website showing off your work. This course is designed to build upon the lessons learned in the School of Communications' previous creative advertising courses to help you create that portfolio.



As with COMM266, you will be given creative briefs to work on with a partner but with more time to polish your skills and develop finished work for your book.

In addition to team assignments that will take several weeks to complete, you'll be given some

quick-drill assignments to work on in class which will closely resemble assignments often given in ad agencies—realistic assignments when there is little time to come up with an idea.



Additionally, one or more recruiters, depending on availability, from several major Chicago ad agencies will speak to the class about what they look for in a portfolio and share with you tips on getting your foot in the door and beyond.

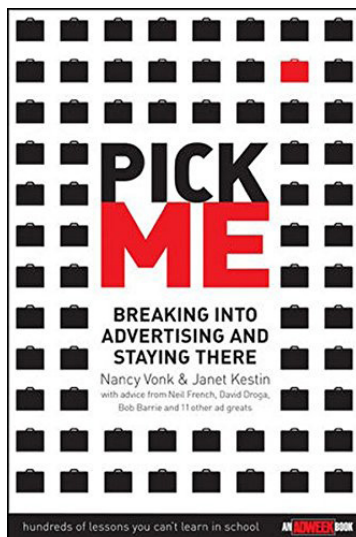
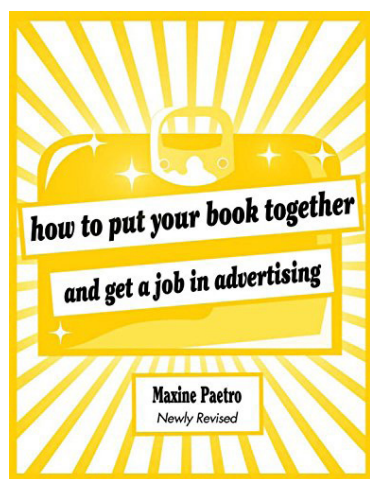
To that end, we'll spend time looking at other student portfolios and hear from recent agency creative hires about what they did to get their books noticed.

As with any school, including specialized portfolio schools, there is often an unequal balance of students who are aspiring art directors and aspiring copywriters. That can pose a problem given that developing polished work requires the skills that both disciplines bring to any given project. It can be especially a problem because you will be working in teams of two. I'll make every effort to pair you off with a student with complimentary skills. At the same time, I would encourage you, if you don't have the skills already, to learn on your own some of the fundamentals of Photoshop and InDesign to help with the presentation of your work. I would also encourage you to reach out to SOC students outside of class who may bring skill sets to your work that you don't have.

Instructor: Bob Akers  
Office: Lewis Towers 903  
Cell: 815-341-4191  
Email: rakers@luc.edu

Office Hours: Tues. & Thurs  
8:45 am to 9:45 am and by  
appointment

There will be no textbook for this class. But I would highly recommend that you buy at least one of these books if not all three and study them. In addition, you'll be exposed to other resources that ad agency creatives use to "prime the pump" to get their creative juices flowing. You can purchase these new or used on Amazon.com.



You will get out of this class whatever you put into it. You probably hear that for a lot of courses but it is never more true than when it comes to preparing work for your portfolio. The competition for junior positions in creative departments of ad agencies is fierce. An "okay" book for which you've made only average effort will get you nowhere. This course will expose you to the tools for building a better book but it's up to you to seize those tools and put them to work with inspired ideas. And that only comes from breaking a lot of pots.

As with all of the courses I teach, you will not be graded on the degree to which your ideas are creative. Rather, you'll be graded on effort and participation throughout the semester as demonstrated in the state of your portfolio for the final term presentation. That presentation will require that you build at least a rudimentary working web site which presents your work in its best light. For that portfolio you'll be required to have a minimum of four full campaigns which should include print, outdoor, social media and interactive/digital examples.







## What you will gain from this class:

- Skills necessary to create and polish creative ad ideas for a portfolio
- Further ability to discern good from bad ideas
- Basic design skills
- Inside knowledge of ad agency creative recruiters' expectations
- Confidence in presenting your ideas

## Heed this:

### Attendance

The director Woody Allen once said showing up is 80% of life. Class will start promptly at 2:30. You should be in your seat and ready to begin at this time. Because discussions, activities and assignments will often be based on presentations shown in class, it will be critical that you arrive on time so as not to miss the point of discussion. Class ends at 3:45. Picking up your things early is disruptive to others and to me.

### Excused Absences

Think about it this way, if you don't go to your job, you get fired. Same deal here. Well, you won't get fired, but if you don't attend class, you're going to be at risk of failing. Keep in mind that for much of the work for this course, you'll be working with a partner. Missing classes will adversely affect not only you but your partner. Any assignments given during any missed period must be turned in by the date assigned and it is the responsibility of the student to obtain information on any missed assignments.

If it is necessary for a student to miss a class due to a legitimate excuse, such as a major illness or true family emergency, it is the responsibility of the student to contact the instructor as soon as possible with written substantiation. Completing any missed work will be discussed at that time.

### Phones, Tablets, Laptops & Other Techie Things

Laptops and iPads may only be used for certain in-class activities. At all other times, they must be stored away. Use of phones is not allowed including checking text messages, etc. as they are distracting to the presenter and your fellow classmates.

### Paperless Class

No homework assignments will be accepted on paper. Submit all work on Sakai before the deadline. Any homework sent to my email will not be graded. All materials presented in class will be posted on Sakai after class as will all the instructions for homework.

### Late Work

In the real world, late work means you lose your job or the agency loses the client. In this class, late work will mean you get a goose egg. Zero. Nada.

**"YOUR CREATIVITY  
STARTS WITH  
WHETHER YOU'RE  
CURIOUS OR NOT."**

**--Frank Gehry**



## Grading

Grading will emphasize presentations and contributions during class, along with writing exercises of varying length. It will also emphasize weekly outside written assignments of varying lengths and the presentation of a term project. Specifically, coursework will include individually-written papers, multiple in-class and outside-of-class exercises working as a two-person team as in the real world and a final in-class presentation of the summation of your semester of work. Also, as in the real world, students will be given the opportunity to work with different partners throughout the course. You will be graded on the lessons you absorb and apply to your work through your writings and ideas, the demonstration of your understanding of the methods and principles learned in class, and the overall progress you make; as well as the quality of your ideas and the effort you put into them.

**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**

## Grade Weights

- 40%** Homework. This will include all the written work (except for the final presentation) which will include several one page assignments and several longer assignments. As in the real world, the emphasis will be on the quality and the presentation of the content.
- 20%** Classroom Contributions: This would include what you say and how often you contribute in class. Raise your hand. Ask questions. Answer my questions. Ask our guests questions. Use every class as an opportunity to contribute to our collective learning.
- 40%** Final Term Presentation. This is the culmination of the best of what you've worked on all semester, presented in an online portfolio format with an eye toward making sure your "book" has a unique viewpoint.

## Weekly Schedule

Rather than indicate a week-by-week schedule for this course, let me lay out to you the format for the class. For the first week in class, you'll be paired off with a student, hopefully with a skill set complimentary to yours. That is, if you're a writer, with a student who has art direction skills and vice versa. I'll give out a brief and that will be your homework.

Initially, you'll be expected to come up with at least 4-5 different directions you could possibly do a campaign on. The next class, we will critique your different directions with the hope of settling on one of those directions for you to expand upon.

Then for the next class time, you and your partner will have developed a more fully explored campaign which you'll present to the class for critique. We will work from class to class on that campaign for two to three weeks and then we will put that campaign aside, regardless of how far along you are with it, and move on to another assignment with a new brief and a new partner. We will then go through the same process as we did for the first creative brief: initial direction explorations, critiques, further development of one or two directions into a campaign, critique, rinse and repeat.

With the time we have in this class and the number of students enrolled, you'll have an opportunity, more than likely, to work with a different partner for each assignment.

At the end of the semester, for your final exam, you will present your online portfolio with at least four campaigns worked on in class this semester. In other words, you'll pick what you think are your best campaigns and present those. Besides presenting them to me, I'll have an outside judge from the ad community to critique your work.

# The Fine Print

## Cheating, Plagiarism and All Those Other Things You Really Don't Want To Do.

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. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

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.)

## Sexual Harassment and Discrimination Policy

Loyola University Chicago is committed to maintaining an environment which respects the dignity of all individuals. Accordingly, Loyola University will not tolerate sexual harassment by or of its students, faculty, or employees. To the extent practicable, Loyola University will attempt to protect the Loyola community from sexual harassment by vendors, consultants, and other third parties who interact with the Loyola community. Loyola University is promulgating this policy to reaffirm its opposition to sexual harassment and to emphasize that learning opportunities and employment opportunities must not be interfered with by sexual harassment. deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy. For more information on this policy please visit:[http://www.luc.edu/hr/policies/policy\\_sexualharassment.shtml](http://www.luc.edu/hr/policies/policy_sexualharassment.shtml)

## Final Thoughts

As any student who has taken my classes has heard me say, settling on the first idea that comes to mind is not the way to get the very best idea you're capable of. The more ideas you throw upon the wall, the better your work will be and the better you'll become at making ads.



My hope is that through this class, you'll be farther along with a portfolio that will stand out from the crowd. But that will only happen if you're willing to put effort into the work.

