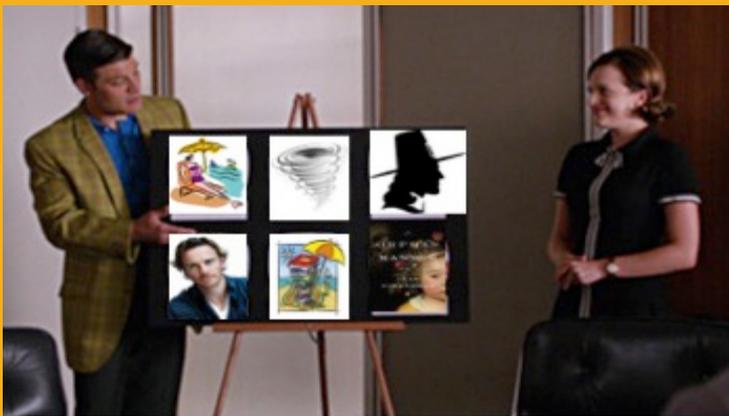


ADVERTISING

COMM330
Intermediate Advertising Design
Fall, 2020 Online

design



Course Description

In the Mad Men era of advertising, art directors had to know how to draw and they brought their ideas to life for print ads and tv storyboards using pastels. In fact, the creative departments of ad agencies of that era had regularly placed sinks for art directors to wash their hands from the use of those pastels.

That method was eventually replaced with colored markers. Both approaches were extremely time consuming for art directors.

Today, It is no longer necessary for an art director to know how to draw. But with the advent of so many varied media, an art director must be skilled in Adobe tools, the use of video, the knowledge of editing tools and have a good design sense to convey and sell ideas. Additionally, it is no longer enough to have a portfolio of great ideas. Those ideas must be executed to a finish that makes them look real.

“Creativity is allowing yourself to make mistakes. Design is knowing which ones to keep.”

--Scott Adams

This class is designed to help you hone those skills through a series of weekly in-class exercises and homework assignments. We'll look at well-designed ads and poorly-designed ads. We'll explore typography and logos, the manipulation





of stock photos and the use of Flash and other tools to create motion in online ads. Through all of this, you'll be making good ideas stronger and will be working toward building a more professional portfolio.

This class is not about learning how to use Photoshop or InDesign or Illustrator. It is assumed you already have proficient enough

knowledge of those programs. Rather, it's learning to use those programs with an applied aesthetic to create stronger visual communications.

Course Objectives

You should not only come out of this class with a better understanding of what it takes to be a good art director but you should also be armed with the tools and methods necessary to design better ads in all media.

Specifically, students will:

Learn how to distinguish between great designs and average ones.

Learn how to develop and present a p.o.v. re: all aspects of ad design.

Learn how to use motion to further engage the target audience.

Learn what makes an appropriate type font for any design.

Learn how to express and defend design ideas in the classroom setting.



Textbook

There is no textbook you need to buy for this course to add to the stack of books you likely already have. However, I'll make recommendations in class for some books that you might want to get either during this class or at a later point to further your knowledge of typography and design.

INSTRUCTOR: Bob Akers

Cell: 815-341-4191

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Office Hours : On Zoom by appointment

Week to Week Schedule*

Week #1

Intro to course
PPT: A look at well designed ads and poorly designed ads
A look at typography
In-class exercise: Find a quote and express it in an appropriate font.
Homework: Continue quote design
Bring in 10 ads you admire for their design

Week #2

Review quote assignment
Students show ads they admire
Further exploration of typography
In-class exercise: Interpreting Quotes with Type
Continue for homework

Week #3

Students show homework
In-class exercise: Designing words
Continue for homework

Week #4

Students show homework
PPT: The three design elements
In-class exercise: Hierarchy
Continue for homework

Week #5

Students present homework
In-class exercise: Playing with space
Homework: Find 10 ads that effectively use space as part of design

Week #6

Students present homework
In-class exercise: Putting it all together: space, image, type
In-class exercise: Adding Visuals
Continue for homework

Week #7

Students present homework
PPT: Long copy ads
In-Class exercise: Hardy's Wine Long Copy Ad
Continue for homework

Week #8

In-class exercise: Luscher's print campaign
Continue for homework

Week #9

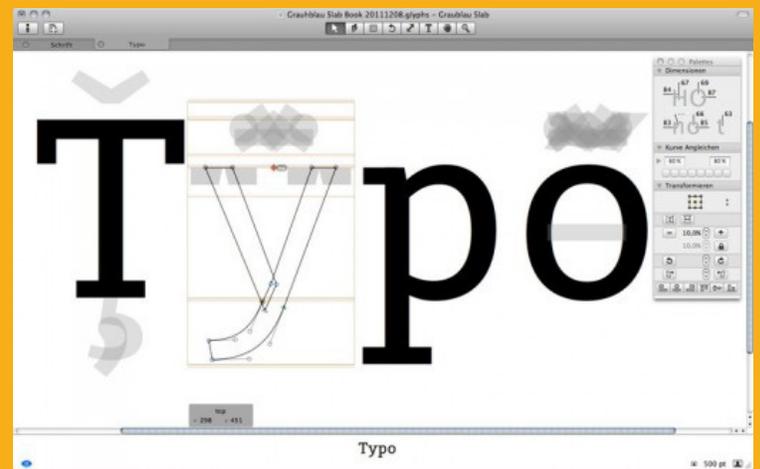
Students present homework
In-class exercise: Communicating Visually
Continue for homework

Week #10

Students present homework
In-class exercise: Field Museum Pirate ad
Continue as homework

Week #11

Students present homework
In-class exercise: finding the voice
Continue as homework



Week #12

Students present homework
PPT: Banner Ads
In-class exercise: Banner ads
Continue as homework

Week #13

Students present homework
Students start work on final term project

Week #14

No classes

Week #15

Homework: Final Term Project Campaign

**This schedule should be used as a general guide only, subject to change.*

Details, Details, Details

Attendance

The director Woody Allen once said, showing up is 80% of life. Class will start promptly at 1 pm on Zoom. You should have your access to Zoom ready with mic and speakers working. Because discussions, activities and assignments will often be based on presentations shown in class, it will be critical that you arrive on time on Zoom so as not to miss the point of discussion. Class ends at 2:15.

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. 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.

Paperless Class

No homework assignments will be accepted on paper. Submit all work on Sakai before the deadline. If the size of your file for your homework prevents you from uploading it to Sakai, upload it on Google Drive or whatever cloud site you use and post the link in Sakai. 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.

**“Good design is obvious.
Great design is transparent.”**

—Joe Sparano

Grading

Grading will emphasize presentations and contributions during class, along with exercises of varying types. It will also emphasize weekly outside homework assignments and a final presentation of work toward a portfolio. You will be graded on the lessons you absorb and apply to your work and a demonstrated understanding of the methods and principles learned in class and the overall progress you make. You will also be graded on the quality of your ideas and work and the effort you put into it. All grading will be based on pre-established rubrics posted on Sakai. Reading those rubrics and not just the assignment instructions will go a long way toward helping you get a good grade.

**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 term project) which will include a variety of design assignments. The emphasis will be on the effort you show to grasp the material being presented in class.
- 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%** Term Project. This is the single most important assignment you will do. It will include the design of a complete campaign plus showing the work you've done for the semester.

The Fine Print

Recording of Classes

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

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. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. 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. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

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.