

COMM 316, Advertising Creative Copywriting

Loyola University Chicago

Spring 2014, Thursdays 7-9:30PM

Room: SOC 003

Instructor: Dave Derrick

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312-220-4191

Text

The Advertising Concept Book: Edition 2 (Pete Barry)

Overview

The purpose of this class is to provide you with an understanding of what makes good creative advertising and to give you the opportunity to practice generating examples of high-quality work. You will learn how to think and execute on a conceptual level. You will learn to challenge the way you view things, to recognize tendencies and solve problems in a creative way. The overall goal is to help you become a student of the advertising world, a more strategically creative thinker and a better writer.

This is usually done through hard work, a keen insight, a blank page, a little luck and an open mind. I will do my best to help you move forward creatively, but ultimately *you* will determine your own progress based on your level of interest, effort and involvement. This won't be a typical class because creating conceptual advertising is not a typical 9-to-5 job. You get out of it what you put into it.

Since this is an advertising class, it will be run like an advertising agency. So you should treat the class like it's a job and be professional and prepared at all times. Occasionally, we will also work on building other skill sets necessary in this field, like presentation skills.

Schedule

The schedule is subject to change as needed to meet the goals of the class, but we'll do our best collectively to stick to the framework below. However, the business world does not always stick to its schedule and things are known to change frequently. Therefore, we might make some adjustments to the schedule to help you learn to adapt to the demands of the real-world workplace.

Week One (1/16)

Class: Intro - Syllabus - In-class writing assignment

Homework: Find three ads that you believe are good, and three that you believe are bad. Write a paragraph on each detailing your justification. Be prepared to discuss at least one of them in class.

Read the Intro and Chapters 1 & 2 of your textbook.

Week Two (1/23):

Class: Tools and strategy discussion - present homework

Week Three (1/30):

Class: Headlines - present homework - critique

Week Four (2/6):

Class: Taglines - present homework - critique

Week Five (2/13):

Class: Visually driven ads - present homework - critique

Week Six (2/20):

Class: Campaigns - present homework - critique

Week Seven (2/27):

Class: Generating Ideas - present homework - critique

Week Eight (3/6):

No class. Spring Break. Have fun. Be careful.

Week Nine (3/13):

Class: TV - present homework – critique

Week Ten (3/20):

Class: Radio - present homework - critique

Week Eleven (3/27):

Class: Outdoor/alt media - present homework - critique

Week Twelve (4/3):

Class: Interactive - present homework - critique

Week Thirteen (4/10):

Class: Copy - Exam

Week Fourteen (4/17):

No class. Easter Break.

Week Fifteen (4/24):

Last class

Class: Student Show at Leo Burnett

Homework: Continue to push yourself creatively

Work: Most weeks you will have two responsibilities outside of class.

1. Creative Advertising Assignments

This is the work that you or your team will create and present in class. You will receive feedback on it from both your classmates and the instructor.

2. Advertising Evaluation Assignments & Bookwork

Email the instructor with examples and at least a paragraph write up for each based on our class discussion and readings. You will also have periodic reading and writing assignments from your textbook and the Internet.

Grades

Creative advertising can be a very subjective thing to judge as well as grade. With that in mind, this class is set up so that any student has the opportunity to get a good grade. Knowledge of the industry, hard work, active participation and good problem solving skills will also be factors in determining your grade.

60% Weekly Homework: Creative Advertising Assignments & Advertising Evaluation Assignments

The quality/quantity of the weekly, creative work created by you individually or your team, as well as weekly individual work which will highlight your growing industry knowledge.

20% One Exam (15%) and One Pop Quiz (5%)

Based on knowledge of the material, your readings and the industry

10% Active Class Participation

Feedback, questions, attentiveness, overall attitude: these things matter.

10% Professionalism

Do your work on time, show up on time and be a good teammate.

Office Hours

Office hours are by appointment only. Usually after class is the best time to talk face-to-face. That said, I am most available via email (dderrick@luc.edu). My work phone is 312-220-4191. Don't hesitate to reach out to me if you have any questions or concerns or want to talk.

Statement on Academic 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. 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 .

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.)

