

Introduction to **CREATIVES CONCEPTS**

COMM 214

FALL 2015

**TUES/TH
2:15-3:45**

ROOM 421

**BUILDING:
CORBOY
LAW CENTER
ANNEX**



Course Description and Objectives

In this course, we explore the creative process and examine what makes an advertising concept creative. Along the way, we'll spill some creative juices.

We'll examine creativity in advertising in various media: tv, print, outdoor, digital and social media. We'll explore the creative process and examine what distinguishes an ad from being creative or not. We'll be looking at a lot of advertising; the good, the bad and the ugly.

While I'll use Power Point to present pertinent material, I strongly believe in learning through doing rather than being lectured to. So through various exercises and assignments, you'll be given tools and methods to create better ads on your own. Though it will be necessary to understand and utilize strategies, the course will focus primarily on ideas and informed opinions about creativity rather than the business of marketing and the measures of its success.

You should not only come out of this class with a better understanding of what makes an ad creative but also should be armed with the tools and methods necessary to create better ads in various media. In short, get ready to fire up the right side of your brain!

Specifically, students will:

- Learn how to distinguish between great ideas and average ones.
- Learn how to develop and present a p.o.v. re: creative work.
- Learn how to develop and extend ideas in a variety of applications, e.g. video, print, digital.
- Learn how to be more creative.
- Learn how to express and defend ideas in the classroom setting.

INSTRUCTOR: Bob Akers

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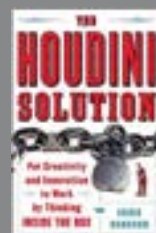
Email: rakers@luc.edu

Office Hours :

**Tues. & Thurs 1:15-2:15
or by appointment**

Textbook? We don't need no stinkin' textbook.

While there will be no required text for this class, you will be exposed to several excellent books on creativity and advertising. Even if you just read one of these books on your own, you'll be way ahead of the game. I'll have copies of the books in class for you to peruse. I highly encourage you to buy and read at least one of these books if you're serious about learning how to be creative.





Agency Visits

Ad agencies are very cool places where equally cool people work hard but manage to have fun. You'll have the opportunity to get inside two different agencies to see for yourself what they're like and hear what the people who work there say about it.



Guest Speakers

In between looking at lot of great creative ideas and learning how to come up with them yourself, we'll have several guest speakers from some of Chicago's top ad agencies. They'll talk about what it's like to work in the trenches of advertising and show you some of the award-winning work they've done and how they did it.



Psst! Tips for Succeeding in This Course.

Attend class. Duh. This course is designed with progressive building blocks to give you the tools you'll need to do the final term project. Miss class and you're going to miss something important.

Present your ideas with enthusiasm and conviction.

Participate in class. Ask questions. Contribute ideas. Make yourself known.

Read and follow assignment instructions. I want you to do well in this class. As such, I give very explicit instructions so there should be no room for error. Students in my classes who do poorly on assignments do so almost always because they didn't read the instructions.

Be a team player. Many of the in-class exercises and homework assignments, as well as the final term project, will require working with a partner, just as in the real ad world. That means not only working cooperatively but also making yourself available outside of class to work together. Attendance, participation and effort will not only affect you but your partner. And vice-versa.

Week by Week Schedule*

From Power Point Presentations to In-Class Exercises to Homework Assignments and Guest Speakers, here's what you can expect from week to week.

WEEK #1

Tues. 8/25
Thumb drive exercise

Thurs. 8/27
PPT: What makes good creative?
PPT: Benefit, Strategy, Creative
A look at some award-winning tv spots
Homework: Best and Worst paper

WEEK #2

Tuesday, 9/1
Students present Best & Worst homework
PPT: Power of Branding
A look at examples of strong branding
In-class exercise: What's your personal brand?
Students present their personal brand to class

Thurs. 9/3
In-class exercise: The importance of knowing the brand
PPT: Insights
Homework: Find the insight paper

WEEK #3

Tues. 9/8
Students present Insight homework
PPT: The Importance of understanding your target audience
In-class exercise: Getting in the head of your target
Homework: Watch "Art & Copy" film, write paper

Thurs. 9/10
PPT: Roles in an Ad Agency
Guest speaker: Former student
Homework: Identify the target paper

WEEK #4

Tues. 9/15
Teams present "Identify the Target" homework
PPT: Benefit vs Features driven ads
In-class exercise: Identifying benefits and features
PPT: Writing strategies
Homework: Teams write assigned strategies

Thurs. 9/17
Teams present strategy homework
PPT: The danger of a bad strategy
In-class exercise: Improving a bad strategy
Homework: Teams use strategies to create ad

WEEK #5

Tues. 9/22
Teams present creative from other team's strategies
Guest speaker: Agency creative planner

Thurs. 9/24
In-class exercise: Create TV pool-out
Look at existing TV campaign
Homework: Create TV Pool-out written script from existing campaign

WEEK #6

Tues. 9/29
Students present existing TV pool-out homework
PPT: What makes great print
A look at award-winning print

Thurs. 10/1
PPT: The power of visuals
In-class exercise: Visual ideas
Homework: Visual driven print ads
Write paper on creative ad icon

WEEK #7

Tues. 10/6
Mid-term break. No class.

Thurs. 10/8
Agency visit

WEEK #8

Tues. 10/13
Students present print ad homework
PPT: TBD
In-class exercise: TBD

Thurs. 10/15
PPT: The power of words
In-class exercise: Word smithing
Homework: Headline writing

WEEK #9

Tues. 10/20
Students present headline writing homework
PPT: What makes great Out of Home (OOH)
A look at award-winning OOH ads

Thurs. 10/22
In-class exercise: OOH idea
Homework: OOH campaign

WEEK #10

Tues. 10/27

Students present OOH homework
PPT: What makes great digital advertising
A look at great digital advertising examples
Guest speaker: Agency digital expert

Thurs. 10/29

In-class exercise: Digital idea
Homework: Digital ad assignment

WEEK #11

Tues. 11/3

Students present digital homework
A look at a well-known tagline video
PPT: Developing tag lines

Thurs. 11/5

In-class exercise: Writing tag lines
Homework: Tag line writing

WEEK #12

Tues. 11/10

Students present tagline homework
PPT: How to work with a partner
Guest speakers: Agency creative team

Thurs. 11/12

PPT: Final term project
Teams assigned for final term project
In-class exercise: **TBD**
Homework: Complete writing final term project creative brief

WEEK #13

Tues. 11/17

Students present final term project brief
PPT: Social Media
A look at some award-winning Social Media ads

Thurs. 11/19

In-class exercise: Social Media ads

WEEK #14

Tues. 11/24

Students present revised final term project briefs
PPT: How to slice the pie
Examples of how to slice the pie
PPT: What to do when you're stuck

Thurs. 11/26

Thanksgiving. No class.

WEEK #15

Tues. 12/1

Agency visit

Thurs. 12/3

PPT: Presenting your work
In-class work on final term project

FINALS WEEK

Tues. 12/8 1:00-3:00

Final term project presentation by teams with outside judge

*A Big Ole Caveat:

Reality Sets In

All of this only works if the planets line up. And in the real world, as we all know, the planets very rarely line up. Guest speakers who are agency professionals suddenly get called out of town for client meetings. A school-closing snowstorm hits Chicago in mid-September. My own creative juices go into overdrive one morning in the shower and I come up with a more brilliant idea for a lesson.

Any number of things in the universe can affect this schedule. So I caution you to **use it only as a guide**. It is definitely subject to change as things outside of my control prevail upon us.



The Nitty-Gritty

Attendance

The director Woody Allen once said, showing up is 80% of life. Class will start promptly at 10 am. 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 11:15. Packing 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. Students will be allowed a maximum of two unexcused absences. 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.

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 team presentation of a longer-term project. 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. 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

Grading Scale: A: 100-92 B: 91-82 C: 81-72 D: 71-64 F: Below 64

Phones, Tablets, Laptops & Other Techie Things

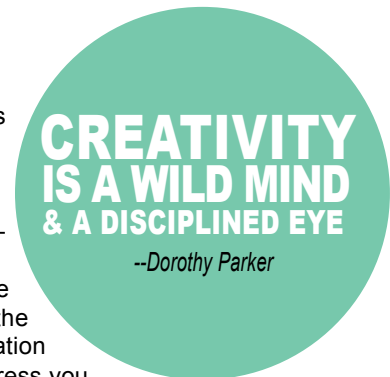
Laptops and iPads may only be used for certain in-class activities. At all other times, they must be stored away unless you're using a laptop to legitimately take notes. Use of phones is not allowed including checking text messages, etc. as they are distracting to the presenter and your fellow classmates.

Paperless Class

No homework assignments will be accepted on paper. Submit all work on Sakai before the deadline. 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.



Grade Weights

40% Homework. This will include all the written work (except for the term project) which will include several one page assignments and several longer assignments. As in the real world, the emphasis will not be on the number of pages, but the quality of the content 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% Term Project. This is the single most important assignment you will do. It will be the culmination of all you've learned in class. Utilizing the tools I will have given you over the previous weeks and working with a partner, you'll first write your own creative brief. From that brief, you'll create a full, multi-media campaign. You'll also write your presentation, and present it to the class and an outside judge.

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 .

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

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. With the tools I'm going to give you throughout the semester, you'll be surprised at how creative your work will be by the end of the course and what a grasp you'll have on creative concepts.

As I'll stress throughout the course, however, you'll do your best if you don't settle on the first idea that comes to mind. Rarely are those the best ideas a creative ad person has. The more ideas you throw up on the wall, so to speak, whether for homework assignments or in-class exercises, the better you'll become and the better your work will be. I can't stress that enough. To really succeed at this craft, you're going to need to scratch below the surface and wear that pencil down.

