ADVERTISING design

COMM330
Intermediate Advertising Design
Spring, 2023 SOC015

Course Description

In the Mad Men era of advertising, art directors had to know how to draw and they brought their ideas to lifefor 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's 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.

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. building a more professional portfolio.

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

-Scott Adams

This class is not about learning how to use Photoshop or InDesign or Illustrator. It is assumed you already have proficient enough. Rather, it's learning to use those programs with an applied aesthetic to create stronger visual communications.

The new Golf.
A drive less ordinary.
0:30

Click to link up the road »

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--whether you have aspirations to be an art director or copywriter.

Specically, 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 typpograhpy and design.

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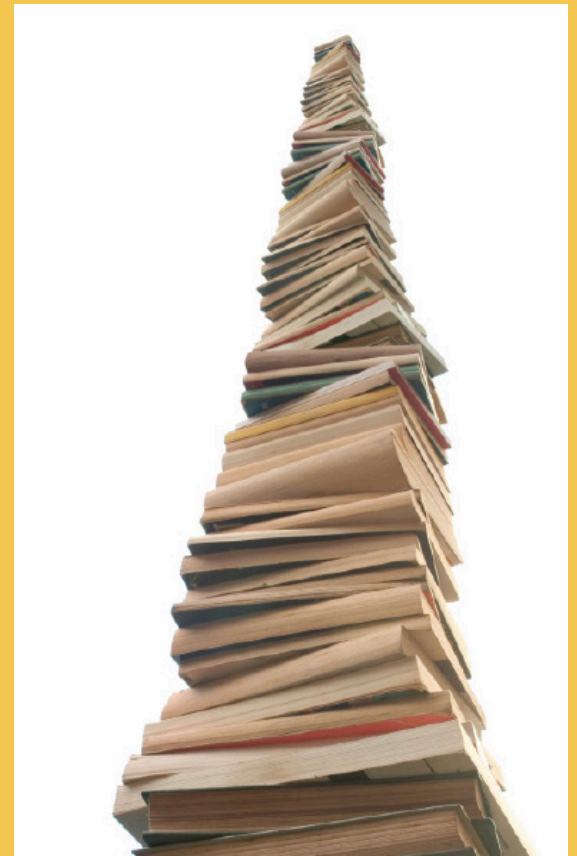
About Me

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.

Weekly Course Schedule

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

Week #1: January 17, 19
Intro to course.
PPT's: A look at Some Ads, Intermediate Advertising Design.
In-class exercise: Designing Words with type - Assign #1.
Homework: Designing Words with type - Assign #1 & Bring in 10 ads you admire for their design.

Week #2: Janusry 24, 26
PPT: Finding the Voice
Review: Designing Words with Type - Assign #1 & 10 ads you admire for their design.
Further exploration of typography.
In-class exercise: Interpreting quotes with type - Assign #2.
Homework: Interpreting quotes with type - Assign #2.

Week #3: January 31, February 2
Review: Interpreting quotes with type - Assign#2.
In-class exercise: Hierarchy of Type - Assign #3.
PPT's: The Emphasis of Heirarachy, Kerning Revisted, Print Ad Dimensions.
Homework: Hierarchy of Type.
 - Assign #3.

Week #4: February 7, 9
Review: Hierarchy of Type - Assign #3.
In-class exercise: Adding Visuals to Your Ad - Assign #4.
Homework: Addding Visuals to Your Ad - Assign #4.

Week #5: February 14, 16
Review: Addding Visuals to Your Ad - Assign #4.
In-class exercise: Playing with Space - Assign #5.
Homework: Playing with Space - Assign #5 & Find 10 ads that effectively use space as part of design.

Week #6: February 21, 23
Review: Playing with Space - Assign #5 & 10 ads that effectively use space as part of design.
In-class exercise: More Playing with Space - Assign #6.
Homework: More Playing with Space - Assign #6.

Week #7: February 28, March 2
Review: More Playing with Space - Assign #6.
PPT's: Long Copy Ads, The Importance of the Grid, The Grid System.
In-Class exercise: Hardy's Wine Long Copy Ad - Assign #7.
Homework: Hardy's Wine Long Copy Ad - Assign #7.

Week #8: No Class/Spring Break

Week #9: March 14, 16
Review: Hardy's Wine Long Copy Ad - Assign #7.
In-class exercise: Luscher's print campaign - Assign #8.
Homework: Luscher's print campaign - Assign #8.

Week #10: March 21, 23
Review: Luscher's print campaign - Assign #8.
PPT: Ads with No Copy, Headlne or Taglines.
In-class exercise: Thinking Visually Ad - Assign #9.
Homework: Thinking Visually Ad - Assign #9.

Week #11: March 28, 30
Review: Thinking Visually Ad - Assign #9.
In-class exercise: Field Museum Pirate Ad - Assign #10.
Homework: Field Museum Pirate Ad - Assign #10.

Week #12: April 4, 6
Review: Field Museum Pirate Ad - Assign #10.
PPT: Banner Ads.
In-class exercise: Gif Exercise - Assign #11.
Homework: Gif Exercise - Assign #11.

Week #13: April 11, 13
Review: Gif Exercise - Assign #11.
In-class exercise: Banner Ads. - Assign #12.
Homework: Banner Ads - Assign #12.

Week #14: April 18, 20
Review: Banner Ads - Assign #12.
Begin: Final Term Project Campaign.
Continue: Final Term Project Campaign.

Week #15: April 25, 27
Continue & Review: Final Term Project Campaign.

**Week #16: Present Final Term Project-
May 6 4:15 - 6:15 pm**.

Details, Details, Details

Attendance
The director Woody Allen once said, showing up is 80% of life. **Class will start promptly at 2:30 pm**. You should be in your seat and ready to go on 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 pm.**

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. What that simply means is that no work will be accepted after the due date.

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 priciples 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

60% **Assignments:** This will include 12 assignments (5 points each), 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.

10% **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.

30% **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

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 acknowledgment 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 acknowledgment 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 prewritten 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.