

Introduction to **CREATIVE CONCEPTS**



COMM 214 SPRING 2024 MWF 10:25AM -11:15AM

OVERVIEW

In this course, we will explore the creative process and examine what makes an advertising concept creative. We'll be looking at a lot of advertising; the good, the bad, and the ugly.

Through a series of short lessons, in-class exercises, creativity-building projects, and a variety of writing assignments, you will be exposed to the hows and whys of creativity in advertising. You'll be challenged to create better ads on your own, you'll discover how to be more creative, and you'll learn by doing.

You will come out of this class with a better understanding of advertising creativity, as well as with the tools and methods necessary to create advertising in various media. In the end, you'll be surprised at how creative your work will be and what a grasp you'll have on creative concepts.

YOU WILL LEARN:

- How to distinguish between great advertising ideas and average ones
- How to write creative briefs that lead to creative concepts
- How to develop an idea and extend it through film, print, social, digital, etc.
- How to present, sell, and defend an idea
- How to be more creative

ABOUT ME

I'm an advertising agency veteran, most recently an Executive Vice President and Group Creative Director at FCB Chicago. Throughout my career, I've been the creative lead on accounts including Coors Light, Miller Lite, KFC, Kraft Foods, Cadbury Beverages, Blue Cross & Blue Shield, and SC Johnson. Over the years, my creative work has been recognized by the One Show, Cannes Lions, Radio Mercury, Clio, Addy Gold, D&AD, Art Directors Club, Communication Arts, and International Film & TV Festival.

INSTRUCTOR: Chuck Rudnick

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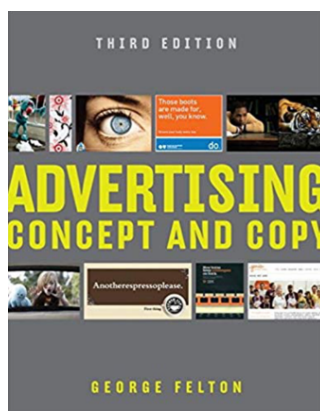
PHONE: 312.286.1734

OFFICE: Lewis Tower 907

OFFICE HOURS: Wednesday, 12:30 - 1:30, or by appointment

NO TEXTBOOK, BUT...

You should be a student of advertising, and you should be reading books about the creative process, studying advertising award books, checking out advertising sites, and keeping up on the best creative of the day. While there is no specific textbook for this class, in your pursuit of a career in advertising, I strongly encourage you to read at least one of these excellent books:



COURSE SCHEDULE

This schedule is subject to change. Do not do homework assignments from it. Detailed homework and project instructions will be announced during class and posted on Sakai.

WEEK #1 January 15, 17, 19

Monday: NO CLASS – Martin Luther King Jr. Day

Wednesday: Course overview

Friday: Creative exercise

WEEK #2 January 22, 24, 26

Monday: Criteria

Wednesday: Judging ads

Friday: Roles in an ad agency

Homework: “Best & Worst” ads

WEEK #3 January 29, 31, February 2

Monday, Wednesday: Students present “Best & Worst” homework

Friday: Branding

Homework: What’s Your Brand Story?

WEEK #4 February 5, 7, 9

Monday, Wednesday, Friday: Students present

“What’s Your Brand Story?” homework

WEEK #5 February 12, 14, 16

Monday: Super Bowl recap

Wednesday: Insights

Homework: Find the insight

Friday: Target audience

Homework: Identify the target

WEEK #6 February 19, 21, 23

Monday: Strategy

Homework: Complete the brief

Wednesday: Creative Brief workshop

Homework: Think Inside the Box

Friday: Strategic thinking

WEEK #7 February 26, 28, March 1

Monday: Print ads

Wednesday: The power of words

Homework: Headlines

Friday: Public Service Advertising (PSA)

WEEK #8 March 4, 6, 8

Monday, Wednesday, Friday NO CLASS – Spring Break

WEEK #9 March 11, 13, 15

Monday: Digital advertising

Homework: Why Digital Advertising is Effective

Wednesday: The power of visuals

Homework: Visually-driven print ads

Friday: Work on print ads

WEEK #10 March 18, 20, 22

Monday: Students present print ads

Wednesday: Taglines

Homework: Tagline writing

Friday: Students present taglines

WEEK #11 March 25, 27, 29

Monday: Out of Home (OOH) advertising

Homework: OOH ads

Wednesday: Students present OOH ads

Friday: NO CLASS – Easter Holiday

WEEK #12 April 1, 3, 5

Monday: NO CLASS – Easter Holiday

Wednesday: Creative Project kickoff

Homework: Creative Brief

Friday: Teams present creative briefs

WEEK #13 April 8, 10, 12

Monday: Pool-outs

Homework: Writing pool-out TV scripts

Wednesday: Students present TV scripts

Friday: Art and copy

Homework: “Art & Copy” film

WEEK #14 April 15, 17, 19

Monday: Social media

Final Assignment details

Wednesday: Lessons from ads

Friday: Teams work on Creative Project

WEEK #15 April 22, 24, 26

Monday, Wednesday, Friday: Creative Project presentations

FINALS WEEK

Final Assignment due by 11:00AM on Monday, April 29

HOW TO SUCCEED IN THIS CLASS

Show up. Show up on time. Show initiative. Do your work on time. Work hard. Do work that's original, unexpected and inspiring. Exhibit professionalism. Have a good attitude. Be attentive. Be enthusiastic. Be a team player. Read and follow assignment instructions carefully. Strive to be your best, put forth an evident effort, and exceed expectations.

HOMEWORK

Based on class lessons, creative briefs, and other materials, you will have various homework assignments. All assignments and due dates will be posted on Sakai. Submit all work on Sakai before the posted deadline. Late assignments will not be accepted.

CREATIVE PROJECT FINAL ASSIGNMENT

For the creative project, you will work with a partner to develop a multimedia campaign to be presented to the class. You will also work individually on a final written assignment. Details will be announced in class and posted on Sakai.

ATTENDANCE

In great part, what you will learn from this class is the result of participating in class discussions, tackling in-class exercises, and teaming up with a partner. Your attendance is crucial. Missed classes (unexcused absences) will hurt you and your participation score, and will lower your course grade. If you have to miss a class due to a legitimate excuse, such as an illness or family emergency, it's your responsibility to contact me as soon as possible. Completing any missed work will be discussed at that time.

GRADING

Grading will emphasize attendance, participation, and contributions during class, along with in-class exercises, homework, a team project, and a final written assignment.

Coursework will include individually-written papers along with multiple in-class and outside-of-class exercises. You will also be working on various assignments, as in the real world of advertising, as a two-person team, including the creation of a multimedia campaign. You will be graded on the lessons you absorb and apply to your work through your writings and ideas, your demonstration of the understanding of the methods and principles learned in class, as well as the quality of your concepts and writing, and the evident 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 a variety of homework assignments. The emphasis for grading will be on following directions, strength of your rationale, quality of the content, and evident effort put forth. Note: Written assignments should display the principles of good writing (e.g., clear writing, free of spelling/grammar errors). If your work contains blatant errors, expect a reduced grade.

20% ATTENDANCE & PARTICIPATION

Attend class. Participate. Ask questions. Answer questions. Present your ideas with passion and conviction. Make yourself known. Missed classes (unexcused absences) will hurt you and your participation score, and will lower your course grade.

30% CREATIVE PROJECT

This will be the culmination of all you've learned in class. Utilizing the class lessons, exercises, and tools, you'll work with a partner to write your own creative brief and develop a multimedia campaign to be presented to the class.

10% FINAL ASSIGNMENT

There will be a final written assignment based on your knowledge of creative concepts.

ACADEMIC INTEGRITY

A basic mission of a university is to search for and to communicate the 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
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process

Students who commit an act of plagiarism, whether deliberately or accidentally, will still be held responsible. Ignorance of academic rules, or failure to fact check work, sources and citations, is not an acceptable defense against the charge of plagiarism. 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 the following:

- Submitting as one's own material copied from a published source, such as print, Internet, 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
- 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 without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors 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 chairperson of the department involved, and to 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

USE OF ARTIFICIAL INTELLIGENCE

Students are not to use AI assisted technology unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

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. But you'll be surprised how the tools and methods you'll learn throughout the semester will help you fire up the right side of your brain. The key to doing your best in this class is not settling for the first idea that comes to mind. Rarely are those the best ideas a creative person has. The more ideas you generate, the better you'll become and the better your work will be. Bottom line: To really succeed at this craft, you need to scratch below the surface and wear that pencil down.

