

Advrt 436 • Portfolio Development

Spring 2008 (T-Th 8:00-9:20)

I. INSTRUCTOR

Name : Joel Geske
Office: 209 Hamilton
Telephone: 294-0477
Office Hours: T and Th 1:10 to 2:00 or appt.

II. TEXTS, REFERENCES and MATERIALS

- Putting your portfolio together and getting a job in advertising. In the JIMC Reading Room.
- Marketing Your Creative Portfolio. In the JIMC Reading Room.
- The One Show Annual (book). In the JIMC Reading Room.
- AD AGE Magazine - available in the JIMC reading room
- Creativity magazine - available in the JIMC reading room.
- ADWEEK Magazine - available in the JIMC reading room.
- CA (Communication Arts) --available in the reading room.
- Hey Whipple Squeeze This—great for creatives
- ADCRITIC.COM We subscribe but you must have a password. Can log on in the Reading Room.

There is no required single text book. However, students will be required to do considerable color printing of final materials and will need computer and other supplies. In addition, you will need a portfolio. We will talk about them in class. While there is no required text, these supplies will likely be the equivalent of a text cost.

III. COURSE OBJECTIVES

1. To provide students with a portfolio of creative work to help obtain a job in advertising.
2. To help students develop creative thinking techniques to produce creative advertising materials.
3. To stimulate the thinking process involved in developing advertising materials.
4. To help students improve their abilities to apply the concepts and skills learned in previous advertising/business courses by planning and executing the creative aspects of an advertising campaign.
5. To help students think critically and evaluate good creative work.
6. To provide students with an experience that will further develop confidence in their own individual ability.
7. To prepare students for professional excellence through projects requiring individual and group research, planning and implementation activities.
8. To help students better recognize their strengths in order to enhance their professional development and career planning.
9. To improve interpersonal skills and working with other to prepare students for the business environment.
10. To help students identify different needs and attitudes in different cultures as related to marketing of products and to encourage diversity in creation of effective advertising.

IV. COURSE REQUIREMENTS

The following requirements and accompanying learning activities will be used to evaluate student performance and to accomplish the above objectives.

Students will be assigned to teams of two. Each student will work as part of two different teams so that each student will have the opportunity to work with more than one partner. Students will be assigned to teams based on the contract they choose.

“C” Contract (minimum required for a C grade, my minimum requirements)

Successfully complete 5 creative executions for campaigns. Three campaigns will be assigned by the instructor with the remaining campaigns for products chosen by the team members with approval by the instructor.

“B” Contract

Successfully complete 7 creative executions for campaigns. Four campaigns will be assigned by the instructor with the remaining campaigns for products chosen by the team members with approval by the instructor.

“A” Contract

Successfully complete 9 creative executions for campaigns. Four campaigns will be assigned by the instructor with the remaining campaigns for products chosen by the team members with approval by the instructor.

NOTE: Choosing a contract does not guarantee that grade. That is the minimum requirement to potentially achieve the grade. Quality is as important as quantity. A “campaign” will vary according to product. It may be a series of 3-4 ads in one medium, or a combination of print, radio, display, outdoor, TV, etc. I would like to see both types in your portfolio.

V. GRADING

All projects are due on the assigned date. Late projects are not accepted and will receive a “0” score. You don’t tell a client you didn’t have time to work on her or his account! If you are ill or die, please inform me before the due dates. **Approximately one third to half the campaigns will be due by Midterm.**

Each due date (generally weekly), the work due that week will be posted on the wall or laid out on tables. Class peers will evaluate each piece and critique the work from effective to not effective. Final ratings by peers will account for 30% of the grade.

The instructor will also evaluate work. This will account for 35% of the grade.

Near the end of the semester, each student will put her or his portfolio together in a professional manner and provide a self assessment of his or her work. This will count for 15% of the grade

The remaining 20% is based on attendance, participation and professionalism.

VI. ATTENDANCE

Regular attendance is expected and mandatory. Any absence beyond one is considered excessive. It is the student's responsibility for giving the instructor appropriate documentation for such absence.

The instructor will make a decision on whether to give credit for missed class. Please plan for the unexpected and work ahead of the deadline.

VII. RIGHTS TO THE MATERIAL

All plans and materials turned over to the instructor will become the property of the Department and/or the instructor and may be used for examples in future classes. Teams should plan to make copies for each of their portfolios (and I would recommend several as you may want to have more than one portfolio to leave for job interviewing.)

VIII. ACADEMIC DISHONESTY

In all cases of academic dishonesty, such as plagiarism, cheating, etc., students will be reported to the Director or Associate Director of the School and ISU Dean of Student's Office for disciplinary actions as outlined in the Student and Faculty Handbooks. This is cause for an "F" grade.

IX. IMPORTANT NOTES:

- Every attempt is made to provide a classroom atmosphere that is diverse, non-sexist and open to other cultures and viewpoints. If the instructor fails in this goal in some way, please alert the instructor or School Director.
- Every attempt is made to provide an education that is accessible to everyone regardless of needs. If you need assistance or equipment that is not available in the classroom, please let the instructor know as soon as possible so appropriate accommodations can be arranged.
- Peers will be evaluating your work and you will be evaluating their work. This is part of the advertising business. I expect you to be critical of work and identify both good and problem areas in ads. I also expect that you will do so in a professional and tactful manner.
- No late projects will be accepted. Work smart and work ahead to prevent last minute crises. Remember, computers can be counted on to crash in a crisis-- back up work and save to the server. You each have a server account that is backed up weekly.
- Though we shall proceed as closely as possible according to the schedule, students should be aware that certain adjustments/changes may occur in order to have some degree of flexibility. The timetable is subject to change. It depends on the class progress. The instructor reserves the right to change any schedule if necessary.

And finally...

The goal of this course is to provide as realistic an advertising environment as possible. While there will be some new information presented, you are expected to pull from previous learned material and to fashion all of the knowledge into a working campaign. This is your last guided step before hitting the working world and the instructor expects professionalism of the highest levels in materials and presentation.

Advertising is an exciting, demanding, career. Have fun!

A Few Words About Plagiarism **Iowa State Instruction Commons Guides**

(source: <http://www.lib.iastate.edu/commons/resources/facultyguides/plagiarism/checklist.html>)

Checklist for Avoiding Plagiarism

- What type of source are you using: your own independent material, common knowledge, or someone else's independent material? You must acknowledge someone else's material.
- If you are quoting someone else's material, is the quotation exact? Have you inserted quotation marks around quotations run into the text? Are graphs, statistics, and other borrowed data identical to the source? Have you shown omissions with ellipsis marks and additions with brackets?
- If you are paraphrasing or summarizing someone else's material, have you used your own words and sentence structures? Does your paraphrase or summary employ quotation marks when you resort to the author's exact language? Have you represented the author's meaning without distortion?
- If you are using someone else's material in your own online publication, have you obtained any needed permission for your use.
- Is each use of someone else's material acknowledge in your text? Are all your source citations complete and accurate?
- Does your list of works cited include all the sources you have drawn from in writing your paper?

From *The Little Brown Handbook*, 7th Ed.,
New York: Longman, 1998, p. 579

Specifically for this course:

Sometimes you are to create materials for a specific company as a project. You may go to the company website for ideas and for some artwork such as logo's, trade characters, etc. (Note that this is fair use to use for educational purposes and not for profit. As a professional, you would be given permission to use these materials from the company that hired you.) You may go to the website for factual information such as product specifications, details, hours of operation, etc. However, the purpose of this course is for you to learn how to write copy...that means how you choose words and put them together into messages. You may not pick up sentences and blocks of copy and call it your own work, although you may use company slogans. Some copywriter has done that work and you may not pass it off as your own. The same applies to design. You may look to a company page for ideas or to follow a theme they have adopted (it should look like it belongs to the corporate "look" in some cases) but you must use your own creativity and design. If in doubt...ASK.