ADV 3200 – BHA & BHB
CREATIVE CONCEPTS I – SPRING 2017
WEDNESDAY 1:00 – 3:45 p.m.
OR 5:00 – 7:40 p.m.

INSTRUCTOR: MARGO Berman
OFFICE: AC II 325
PHONE: 305-919-5520

OFFICE HOURS:
MON 11:30 – 12:00
WED 4:30 – 5:00 P.M.
OTHER TIMES BY APPOINTMENT

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IMPORTANT DATES
Jan. 9: Last day to register without incurring a $100.00 late registration fee.
Jan. 17: Last day to drop courses or withdraw from the University without a financial penalty.
Feb. 3: Last day to withdraw from the University with a 25% refund of tuition.
Feb. 3: Last day apply for Spring 2017 graduation
March 20: Last day to drop a course with a DR grade/last day to withdraw from the University with a WI grade.

COURSE DESCRIPTION:
The course will familiarize students with the creative process and creative problem-solving techniques. It will focus on group work, brainstorming and idea generation. In addition, it will formulate strategies using all communication tools.

COURSE OBJECTIVES:
Students will implement creative strategizing and problem solving as it applies to integrated communications. They will also learn how to:

• Approach a communications problem creatively
• Generate alternative ideas
• Develop target-specific, multimedia solutions
• Evaluate effectiveness and relevance of each solution
• Present creative ideas
• Develop strategic multi-platform campaigns

In addition, students will be introduced to these and other various idea-generating techniques:

• Five-step creative problem solving
• Headline and slogan concepting
• Brainstorming sessions
• Word association

This course is the foundation for all other creative courses. **Therefore, in order to take other courses in the creative track, you will need a “B” in this course.**

LEARNING OBJECTIVES:
1. Understand problem-solving process by using the five creative stages.
3. Comprehend the effectiveness of creative ideas by examining on-strategy campaigns that spin out.
4. Strengthen critical-thinking skills by participating in integrated marketing campaign critiques.
5. Evaluate the relevance of a communication message by determining if it is on target.
REQUIRED TEXTS:

REQUIRED - FREE APPS:

RECOMMENDED TEXTS (EBOOKS):

COURSE REQUIREMENTS: Grades for this course are given on the following basis:
1. Homework assignments 25% group assignment (1st assignment)
   30% group assignment (2nd assignment)
2. Blog 15% group assignment
3. Quizzes (10) 30% (Equal weight to all quizzes)
4. Practice quizzes (5) 0% (Ungraded)

ATTENDANCE: Attendance is REQUIRED. For each unexcused absence beyond the first, 2 points will be deducted from your final grade. For each time you are late after the first tardy, you will receive a 1-point deduction off your final grade.

REMINDER – MARK YOUR CALENDARS: This class meets every other week on campus (on-site). All odd-numbered Modules are meeting weeks:
   Modules 1, 3, 5, 7, 9, 11, 13 and 15. EXCEPTION: Module 14 will be in-class presentations.

On all even-numbered weeks, students will work on homework assignments. The homework weeks are Modules 2, 4, 6, 8,10 and 12. EXCEPTION: Module 14 will be in-class presentations.

EXCUSED ABSENCES: Excused absences, which must be approved by the instructor, are only given in these 3 situations:
1. Personal or family health conditions, certified by a physician or counselor
2. Personal or family legal conditions, warranting your attention during class time and certified by an attorney or judge
3. University business, certified by a university official
GRADING: Grades for this course are determined as follows:

A 92–100       C 70–76
A– 90–91       D 60-69
B+ 87–89       F 59 and below
B 82–86
B– 80–81
C+ 77–79

INCOMPLETES: Incompletes will be granted only under circumstances where a student experiences a major unanticipated event disruptive to his/her continuing in this course after having satisfactorily completed at least half the term. A student requesting an incomplete must present a written explanation detailing the circumstances that necessitate that request as well as an explanation as to how he/she will eventually complete the course requirements. Incompletes are not given to students as a way to avoid receiving a failing grade.

COURSE STANDARDS:

1. MAKE–UP & LATE ASSIGNMENTS. All assignments are due at the beginning of class. Late assignments will receive one letter grade reduction and must be turned no later than 1 week from the assigned date to receive any credit.

2. ASSIGNMENTS. Advertising and public relations are image-oriented industries. Although great ideas and concepts are critically important, presentation must not be overlooked. All copy must be typed in required format: double spaced, with one-inch margins on all sides. Papers should be edited for typos and spelling errors before they are submitted. Layouts must be free of visible corrections. All assignments must fit on one 8.5” x 11” sheet of paper.

How you will submit your assignments:
1. On Blackboard, ATTACH them as Word or PDF files.
2. On paper, print them and turn them in during class.

DEPARTMENTAL WRITING POLICY:
Good writing is vital in every career field. Accordingly, all students will be held to a uniform writing standard. All assignments, proposals and presentations will first be graded for content. Following that, the homework will be reviewed for writing. Should an assignment contain six or more errors, the work will automatically lose 10 points (based on 100). At the instructor’s discretion, more stringent grading may be applied.

This professor reserves the right to reduce your grade by one full letter grade on any assignment with 3 or more typographical errors. Assignments should be edited for typos and spelling errors before they are submitted.

DUE DATES:
HOMWORK ASSIGNMENTS – WORK IN TEAMS:
1. M&M’S: Partial Creative Brief and slogan – Due Feb. 22
2. LEGO: Full Creative Brief, ad campaign and presentation – Due April 12

ONLINE ASSIGNMENTS - WORK IN TEAMS:
3. Blog: Interactive research – Due March 8
ONLINE ASSIGNMENTS CONTINUED:

WORK INDIVIDUALLY:

4. Quizzes (ten) – Jan. 18, Jan. 25, Feb. 1, Feb. 15, March 1, March 8, March 22, March 29, April 5 and April 12

5. Ungraded practice quizzes (five) – Available all semester

3. CONTENT OF ASSIGNMENTS. All course work must be appropriate for the classroom and will be free of pornographic images or sexual explicitness. Student work may be shown to the class at any time.

4. LEVEL OF PERFORMANCE. At the end of the course, you will understand the role of the creative advertising person. You will also develop some of the basic skills needed to create and execute concepts. Since this is not an art course, you will be judged more on your overall creativity than your artistic ability. However, neatness and orderliness in your layouts are very important to any solid presentation.

5. IN–CLASS CONDUCT.
ALL PHONES MUST BE TURNED OFF. No text messaging during class. If the phone rings accidentally, the student will leave class, handle the call and return quietly.

6. CREATIVE-STRETCHING EXERCISES
Each class you will be involved in right-brain training exercises. These are designed to free up the creative side of your brain and develop your problem-solving skills.

7. LAST ASSIGNMENT PRESENTATIONS. You are required to present your last assignment in person in class on the assigned day. You are required to sit through all other presentations as part of the learning experience. If you are late or leave early on the day of presentations, you will automatically receive a “C” for your assignment. If you have an unexcused absence, you will receive an “F.”

Academic Honesty
In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work. The use of literature, notes, aids, or assistance from other sources should be clearly identified with respect to all course assignments and examinations. In addition, students are expected to use all resources, including books, journals, and computers only in legal and authorized ways. They should also refrain from falsification of records, attend class as required, and participate in the educational process without disrupting the orderly processes and functions of the University.

COURSE OUTLINE
A great deal of time will be dedicated to idea generation, presentation and peer evaluation. This process is designed to develop your problem-solving, strategic thinking and presentation skills. In class, you will be involved in the creative process from an agency/client perspective.

Text code for reading assignments: Ch. = chapter, p. = page(s)
REMINDER:
This class meets every other week on campus (on-site). All odd-numbered Modules are meeting weeks: Modules 1, 3, 5, 7, 9, 11, 13 and 15. They are underlined for fast reference. NOTE: Week 14 will be an in-class presentation.

On the even-numbered weeks, students will work (of-site) on homework assignments. The homework weeks are Modules 2, 4, 6, 8, 10 and 12. NOTE: Week 14 will be an in-class presentation.

Module 1: (Jan. 11) Creative Strategy Statement (CSS) and Audience (VALS) – IN CLASS (ON-SITE)
Reading: Street-Smart – Ch. 1, Brains – Ch. 1, Toolkit – Ch.1 and Blueprint, Ch. 1 & 4 (PRACTICE QUIZ)

PRACTICE QUIZ 1: Blueprint, Ch. 4 – NO GRADE

Module 2: (Jan. 18) Creative Strategy Statement and VALS – TEAM HOMEWORK (OFF-SITE)
Write a Creative Strategy Statement and name a VALS category for a water-theme park. Bring to class.

Refer to these pages: 1) Toolkit, Ch. 1, pages 4, 6-10 and 2) and Brains – Ch. 1, pages 6-7

QUIZ #1: Blueprint, Ch. 1

Module 3: (Jan. 25) Creative Brief – IN CLASS
Reading: Street-Smart – Ch. 6, Brains, Ch. 4, Toolkit – Ch. 2 and Blueprint, Ch. 2 & 5 (PRACTICE QUIZ)

Write a Creative Strategy Statement and identify a VALS category for a mountain-climbing vacation
Review these pages: 1) Toolkit, chapter 1: pages 5-6 and 7-10
2) Street-Smart pages 98-101

QUIZ #2: Toolkit, Ch. 1 and Street-Smart, Ch. 6

Module 4: (Feb. 1) Examine Slogans and Interactive Campaigns – TEAM HOMEWORK (OFF-SITE)
Assignment #1: Partial Creative Brief and slogan M&M’S (Due Feb. 22)

WRITE A PARTIAL BRIEF. State question and answer in a few words. Use short phrases, not complete sentences. Include the following:

1. Creative Strategy Statement
2. Explain the audience:
   a. Demographics (Age, gender, income, education, profession)
   b. Psychographics (with VALS)
   c. Geographics (Urban, suburban, rural)
3. List the competitors to M&M’S
4. Answer what consumers currently think about M&M’S.
5. State what you want them to think about M&M’S. Must match the benefit in the Creative Strategy Statement).
6. Answer: “Why buy?” (The features in M&M’S (Must match support statement in the Creative Strategy Statement.)
7. Create a slogan (#7: big message)

QUIZ #3: Blueprint, Ch. 2
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Module 5: (Feb. 8) Alumni Panel – Room AC II 252. PLEASE BE ON TIME.  
**TOPIC:** Love at First Glance: How Advertising Catches the Consumer  
Campaign Strategies and Audience Needs – **IN CLASS**  
**Reading:** Street-Smart – Ch. 6, Brains – Ch. 6, Toolkit – Ch. 2 and Blueprint, Ch. 3  
**Assignment #1:** Partial Creative Brief and slogan for M&M’S (Due Feb. 22)

**PRACTICE QUIZ 2:** Blueprint, Ch. 5 – **NO GRADE**

Module 6: (Feb. 15) **Work on Assignment #1:** M&M’S – TEAM HOMEWORK (OFF-SITE)  
**Start to work on Blog** – TEAM HOMEWORK  

**Blog (Due March 8)**  
1. Find five examples of campaigns that use innovative and interactive media such as apps, mobile messages, virtual reality messages, augmented reality promotions, gaming, etc.

2. Create a chart to list the five brands (advertisers), 2) campaign name, 3) media used and 4) why it was innovative. (Write succinctly, without lengthy explanations.)

**For ex:**  
**BRAND** | **CAMPAIGN NAME** | **MEDIA USED** | **(What made it innovative?)**  
--- | --- | --- | ---  
Coke | Drinkable Coke | “Drinkable” app, print ads, billboards, flyers, TV commercials, radio spots, Twitter and sports screens  

**EX: What made it innovative?** Consumers could “drink” with virtual straws and receive a free Coke Zero.

**REFER TO THESE FOUR BOOKS AND CHAPTERS FOR IMAGINATIVE BLOG IDEAS.**  
1. Toolkit: Chapter 9 and 12  
2. Brains: Chapter 9  
3. Street-Smart: Chapter 9  
4. Blueprint: Chapter 8

**QUIZ #4:** Toolkit, Ch. 2 and Brains, Ch. 6

Module 7: (Feb. 22) Campaign Cohesiveness and Message Clarity – **IN CLASS**  
**Reading:** Street-Smart – Ch. 9, Toolkit – Ch. 4 and Blueprint, 6 (PRACTICE QUIZ)  

**DUE:** Assignment #1: Creative Brief and ad for M&M’S (Details are in Module 4.)

**PRACTICE QUIZ 3:** Blueprint, Ch. 6 – **NO GRADE**

Module 8: (March 1) **Work on Blog (Due March 8)** – GROUP HOMEWORK (OFF-SITE)  
**Reading:** Street-Smart – Ch. 5, Brains – Ch. 5 Toolkit – Ch. 8 and Blueprint, Ch. 9 (PRACTICE QUIZ)

**QUIZ #5:** Blueprint, Ch. 3

Module 9: (March 8) Messaging in Traditional and Digital Platforms – **IN CLASS**  
**DUE:** **Blog** (GROUP HOMEWORK)  
**Reading:** Street-Smart – Ch. 9, Brains – Ch. 7 Toolkit – Ch. 4 and Blueprint, Ch. 5 & 9 (PRACTICE QUIZ)

**PRACTICE QUIZ 4:** Blueprint, Ch. 9 – **NO GRADE**

**QUIZ #6:** Street-Smart, Ch. 5 and Brains, Ch. 5
SPRING BREAK – MARCH 15

Module 10: (March 22) LEGO assignment #2 – TEAM HOMEWORK (OFF-SITE)
Assignment #2 Brief, Campaign and Presentation: (Due April 12)
1. WRITE A BRIEF. Be sure to list exciting, interactive and traditional media in #12 (tactics)
2. Create an ad (headline, tagline, layout with visual)
3. Develop a related, interactive component (audience engagement) for LEGO
   a. Be sure audience understands why they should buy LEGO.
4. Deliver a presentation. (See module 15 for details.)
   (Check The Copywriter’s Toolkit, Ch. 7, 8 and 13 for creative ideas. Check Index.)

SEE PAGE EIGHT FOR BRIEF OUTLINE FORMAT
SEE PAGE NINE FOR APRIL 12TH PRESENTATION INSTRUCTIONS.

Reading: Street-Smart – Ch. 9, Brains – Ch. 7, Toolkit – Ch. 9 and Blueprint, Ch. 7 & 10
(PRACTICE QUIZ)

PRACTICE QUIZ 5: Blueprint, Ch. 10 – NO GRADE

QUIZ #7: Toolkit, Ch. 9 and Street-Smart, Ch. 9

Module 11: (March 29) Review homework. Interactivity in Multi-platform Campaigns – IN CLASS
QUIZ #8: Blueprint, Ch. 7

Module 12: (April 5) Campaign Creation – HOMEWORK (OFF-SITE)
Reading: Street-Smart – Ch. 10, Brains – Ch. 8, Toolkit – Ch. 12 and Blueprint, Ch. 8

QUIZ #9: Toolkit, Ch. 12 and Brains, Ch. 8

REMEMBER: SEE PAGE EIGHT FOR APRIL 12TH PRESENTATION INSTRUCTIONS.

Module 13: (April 12) Campaign Presentation & Student Critiques – IN CLASS
DUE: Assignment #2 and Presentation: LEGO
- Assignment details are in Module 10.
- Presentation details are after Module 15.

Module 14: (April 19) Creative Concept Review – IN CLASS: STUDENT COMMENTS & DISCUSSION

QUIZ #10: Blueprint, Ch. 8

Module 15: (April 26) Meet one-on-one with professor
Use this creative brief format for assignment #2

No bullets or lists. No sentences (except for #13) and no paragraphs. Write in a horizontal line For example, a Lexus sedan model competitors would be written like this: Who are the competitors? Cadillac, Mercedes, BMW.

Please follow this format including 1) the numbers and 2) the specific questions.

The Creative Brief  (Only complete questions 1-7 for assignment #1. Complete all 13 questions for assignment #2.)

1. Why does the brand want to advertise? (Complete the Creative Strategy Statement.)

To _______ ___________ that ________ will ______ because ____________.
(verb) (audience) (brand) (benefit) (support statement / reason why)

2. Who is the audience?
   a) Demographics
   b) Psychographics
   c) Geographics

3. Who are the brand’s competitors?

4. What do they (audience members) currently think (about the brand)?

5. What do you want them to think (about the brand)?

6. Why should they buy this brand (product or service)?

7. What is the big message you want them to know? (THINK SLOGAN.)

8. Determine what is the brand’s positioning? (WHAT IS THE BRAND KNOWN FOR?)

9. What is the brand’s USP? (UNIQUE SELLING POINT OR PROPOSITION?) What separates this brand from its competitors?

10. What is the brand’s character or personality?
    a. What kind of personality does the brand have?
    b. Who would the brand be as a famous person?
    c. Who would that famous person be in relation to the consumer? (A coach, friend, uncle, sister, neighbor, dad?)
    d. How would that person (friend, brother, boss) speak to the consumer? How would a coach speak to team members?
THINK ADJECTIVE. A coach would be authoritative, encouraging, concerned, etc. This is the brand’s TONE OF VOICE.

11. What is the tone of voice? (Refer to #10d, above.)

12. What kind of tactics (specific ad/promotional techniques) do you want to use?

   For example, do you want to use viral marketing, interactive online components, ambient messages, print ads, transit (buses, subways, taxis, etc.), new media, direct mail, or other vehicles? BE CREATIVE!

13. Think about what kind of campaign will generate press and create buzz.
PRESENTATION INSTRUCTIONS

Be ready to do a full presentation. Explain:

1. **What you'll cover:**
   - Summarized Creative Brief
   - Campaign message
   - Tactics, for ex:
     • Out of home (Make it exciting.)
     • Ambient (Make it unexpected.)
     • Social media (What kinds of interactions?)
     • Broadcast (Choose wisely.)
     • Interactive (Make it innovative.)
   - Headline
   - Slogan

2. **Be prepared to present in an organized manner.**
   - Choose your "presenter(s)."

3. **Create an outline of what you'll cover.**

4. **Wrap you at the end by reviewing your key points and/or suggestions.**

5. **Make a great impression.**