



**MAYBORN SCHOOL OF JOURNALISM**  
**ADVG 3110 – Representation Through Advertising Art Direction**  
**Spring 2026**

MW – 11:00 AM to 12:20 PM | Lang 202  
(January 12 – May 8)



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**Larry Powell (he, him, his)**  
**Assistant Professor of Practice**

**Office #:** SYMR 252 | **Office Hours:** Tuesdays, 1:30 PM - 3:30 PM or by appointment  
**Email:** larry.powell@unt.edu | **Mobile:** 214.405.1125

Connect with me through email and/or by attending office hours. During busy times, my inbox becomes rather full, so if you contact me and do not receive a response within one business day, please send a follow up email. A gentle nudge is always appreciated. Ask questions about assignments, projects, and quizzes early. No questions will be answered two days prior and up to the day these are due.

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**Course Syllabus and Class Schedule**

(Subject to change due to schedule conflicts, guest speakers, weather & other contingencies)

**Before each class, review the class readings/assignments outlined below for each week.**

Course delivery will be in traditional in-class format.

Some course instruction may be delivered periodically via online/Zoom as needed or required.

**Campus/COVID Information:** <https://tinyurl.com/krruywvy>

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**Course Description**

This hands-on course delves into the ethics of visual communication design, addressing topics such as talent selection, stereotypes, and bias. Throughout the course, participants will gain knowledge and skills necessary to create equitable campaigns that reflect marketplace diversity. The curriculum emphasizes the development of skills in strategic visual solutions for advertising.

Participants in the course will also gain an understanding of the fundamentals of art direction, including the ability to pitch ideas to clients and facilitate constructive critiques. Practical application of techniques in various media, utilizing tools such as Adobe InDesign, Photoshop, and Illustrator will be a key component of the learning

experience. The course aims to enhance students' abilities in page layout and photo manipulation, providing them with valuable skills applicable to real-world scenarios.

By the end of the course, students will have acquired a versatile creative process that can be applied to diverse communication endeavors, equipping them with the tools and knowledge needed for success in the field of visual communication design.

## **Learning Objectives and Outcomes**

To successfully complete this course, students must be able to:

1. Develop an understanding of Representative Visualization, Early Communication, the History, and Aesthetics of type, including knowledge of kerning, leading, type structure, and typographic terminology.
2. Gain comprehension of Advertising Terminology and its relevance to creative development.
3. Interpret creative strategy, develop concepts, and translate them into visual executions using creative processes such as research, brainstorming, mindmapping, thumbnails, roughs, and comprehensive layouts.
4. Apply the Elements of Design, incorporating balance, emphasis, rhythm, unity, and contrast, etc.
5. Critique advertising based on Strategy, Concept, Design, and Execution, demonstrating the ability to evaluate and analyze creative work.
6. Attain proficiency in using Adobe InDesign and Adobe Photoshop, including photo manipulation and the development of finished computer comprehensive layouts.
7. Recognize visuals, type, and space as the fundamental building blocks of composition for branded visual communications.
8. Approach functional design by capturing attention, controlling eye flow, conveying information, and evoking emotion.
9. Practice the research, strategy, insights, brainstorming, mindmapping, concepting, and thumbnails, and rough layouts involved in effective advertising design.
10. Effectively present work in a persuasive manner with confidence.

Lectures will focus on Strategy, Concept development and page Design. These are the most critical principles you are expected to learn in this course. Entering your thoughts and ideas into your journal/ledger daily is a must for you to grow creatively.

Fundamentals of execution utilizing Adobe InDesign, Adobe Photoshop and Adobe Illustrator will be touched upon periodically in lectures, however, the proficiency needed execute your ideas should be practiced independently. Computers and software are tools. They do not think or create. They merely assist in the production of your ideas. It is strongly recommended that you dedicate at least 4 hours per week outside scheduled lectures and labs exercising the creative process and mastering the software programs required for this course.

### Teaching Philosophy

Teaching, especially within the area of creativity, is a journey of exploration and discovery. My objective is to guide you in embracing the joy of original thinking, transcending the confines of textbooks and static information. While the prevailing notion suggests that creative individuals are born that way, my teaching philosophy is rooted in the belief that innate creativity in many individuals often diminishes in early life due to rigid instruction.

Consider the example of young children being instructed to color the sky only in blue and the grass exclusively in green. Creativity cannot grow when it is confined to just one way of doing things. True creativity requires the freedom to generate novel concepts rather than replicating what already exists. Through a more flexible framework of principles, you will cultivate the skills to effectively stretch your creative talent.

Recognizing the diversity in student learning styles, I am dedicated to integrating different approaches into the learning process. I am impartial in my commitment to acknowledge and motivate all my students. I vary my teaching approach from one class session to the next, intertwining lectures with lively discussions, both individual and group activities, and constructive critiques. My style is to approach every class session with enthusiasm and thorough preparation, facilitating an engaging and interactive learning experience.

I wholeheartedly welcome and encourage your curiosity, contributions, and questions. Your engagement is not only embraced, but also vital to our ongoing learning journey.

### Format:

As befitting an upper-level student, the course's format is based predominantly on that of the "seminar." The success of a seminar is dependent upon the *participation of the students*—the presentation of their points of view and reactions and challenges to them. Students will get out of a seminar only what they put into it by way of preparing, attending, and participating in class presentations and discussions. The role of the instructor is primarily to lecture, guide discussions and debates, and evaluate student performance.

**Reading** – In addition to visualizing work for this class, **there will be a significant amount of reading required**. It is imperative that you keep up with reading assignments to be successful in this course. You will be required to take good notes and write **reaction papers** and/or **participate** during the semester. The readings have extremely valuable information about visual strategy and art direction techniques. Not only does the material need to be read but it must be *studied* along with the visuals presented in the books. ONLY by absorbing this information will your projects – and your knowledge – be strong enough to produce valuable and effective work.

### Required Textbooks:

#### *The Advertising Concept Book 3rd edition*

Think Now, Design Later

**ISBN:** 0500292671

**ISBN-13:** 9780500292679

**Authors:** Pete Barry

### ***Creative Advertising, New Edition***

ISBN 10: 0500287333

ISBN 13: 9780500287330

**Authors:** Mario Pricken

**Publisher:** Thames & Hudson, 2008

### **Optional Reading:**

#### ***The Black Experience in Design: Identity, Expression & Reflection***

**ISBN:** 9781621537854

**Authors:** Berry, A.H

#### ***Extra Bold: A Feminist, Inclusive, Anti-Racist, Nonbinary Field Guide for Graphic Designers***

**ISBN:** 9781616899189

**Authors:** Lupton, Ellen; Karei, Farah; Tobias, Jennifer; Halstead, Josh A.; Sales, Kaleena, Xia, Leslie; Vergara, Valentina

**Publisher:** Princeton Architectural Press, 2021

### **Required Supplies**

- #2 Pencils with erasers or Mechanical Pencils with erasers
- Six (6) 10" x 13" clasp envelopes
- Clear Sheet Protectors for 3 Ring Binder, 8.5 x 11 Inch
- Six (6) 10" x 13" clasp envelopes
- Hard Cover Sketchbook/Journal/Ledger
- Adhesive Labels (Approximately 1" X 3")

Recommended/Not Required: Removable Jump Drive

### **Course Technology & Skills**

#### **Minimum Technology Requirements**

- Computer/Laptop with Video Camera
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Adobe Creative Cloud (InDesign, Photoshop, Illustrator)
- Microsoft Office Suite
- Apple Keynote or Microsoft PowerPoint
- Canvas Technical Requirements (<https://clear.unt.edu/supportedtechnologies/canvas/requirements>)

### **Computer Skills & Digital Literacy**

List of course-specific technical skills learners must have to succeed in the course:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

### **Adobe Access Deal** – Student Adobe Access

UNT has a new contract with Adobe. The following link contains all the information that students will need to purchase a subscription and opt-out of an existing agreement that is at a higher price: the Adobe general educational offer is \$19.99-\$29.99 per month, our offer is only \$53 (\$50 plus a one-time processing fee of \$3). <https://news.cvad.unt.edu/adobe-news>

The email address for students to ask questions or report problems is [adobe@unt.edu](mailto:adobe@unt.edu).

### **Technical Assistance**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** UIT Student Help Desk site (<http://www.unt.edu/helpdesk/index.htm>)

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Phone: 940-565-2324

**In Person:** Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

### **Computers are required for each class meeting.**

#### **Software & Apps**

[LinkedIn Learning](#) (formerly Lynda.com) – Accessible for FREE via your UNT EUID

[Wordpress.com](#)

### **Success Tips For This Course**

Attendance is required, and students are expected to display the same personal and professional behaviors and attitudes toward this class and its participants that will be expected of them on the job in the real world.

Students are (a) expected to arrive in class on time, (b) remain in class until it is dismissed, and (c) be courteously attentive during class (no talking, reading newspapers, working on assignments for other classes, etc.). Failure to adhere to these guidelines can result in a reduction of a student's final grade at the instructor's discretion.

1. **Read the assigned material prior to class meetings. (See "What to Read" Each week in Course Schedule).** The best way to earn a good grade in this course is by reading the material in advance to be prepared during class. Students should consult the readings/assignments schedule in this syllabus and be able to discuss the topics in detail in class. Quizzes will be given periodically during the semester to assess whether students are keeping up with the readings.
2. **Pay attention in class and take good, thorough notes.** Not everything that is discussed during lecture appears in the textbooks and reading. So accurate class notes are critical.
3. **Turn in all assignments on time.** Late assignments will be penalized.
4. **No personal electronics may be used during class** unless expressly stated by the instructor. This includes laptops, phones, and iPads.

5. **Participation in class discussions is a graded** component of this course (see Grading section below). The instructor will record the names of discussion participants during class. Students who do not participate in class discussions will receive no participation points.

### **Deadlines**

Deadlines is a key component of advertising, journalism and public relations. Assignments must be readable and formatted as required for the specified medium. All assignments must be uploaded to Canvas. Give yourself plenty of time to submit the assignment. Do not wait until the last five minutes to submit so you can avoid any technical problems. The assignment submission portal will close after the deadline. Ten (10) points will be deducted from your grade for any assignments received by email after the deadline – unless you have contacted me in approval in advance.

### **Writing Requirements**

The Associated Press Stylebook is the grammar, punctuation, spelling and usage guide for this class. Work products must “look” finished, be ready for actual use (without mistakes or errors) and demonstrate critical thinking and knowledge of best practices. While this is not a writing course, I will deduct points if I find glaring errors.

### **Grading**

Numerical grades are quantifiable and will be given on all Assignments.

A final class grade will be determined by your cumulative efforts and class participation. Demonstration of effort will come by showing that you are incorporating the methods, tactics, tools, and processes that you learn in this class. The goal is for you to learn trusted business standards, embrace group and independent discovery, take a critical look at innovative ideas, and use your creativity to incorporate all of what you learn into your own entrepreneurial idea/brand.

**\*Grades WILL NOT be rounded up.**

### **Letter to numerical grading standards are as follows:**

A = 94-100	A- = 90-93	B = 87-89	B = 84-86	B- = 80-83	C+ = 77-79
C = 74-76	C- = 70-73	D+ = 67-69	D = 64-66	D- = 60-63	F = 59 or lower

### **Late Assignments**

All late assignments will receive a 10% reduction in the grade for each day it is late.

### **Extra Credit**

There will be specific assignments where you will be informed of “extra credit” assignments. You cannot make up points for assignments you did not submit.

### **Classroom Policies**

Research has shown that students who attend class are more likely to be successful. You should attend every class unless you have a University excused absence such as active military service, a religious holy day, or an official University function as stated in the <https://policy.unt.edu/policy/06-039>. If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

**Attendance** is mandatory for every class. No more than one missed class with an excused absence such as illness, personal business or other excusable reasons will be allowed. All absences require documentation and approval of the instructor in advance. Documentation becomes the property of the instructor, so make a copy for your own records.

**Missed classes.** Students who miss class are still required to turn in all due assignments and be prepared for the next class meeting. It is the responsibility of each student to contact someone from the class to secure lecture/announcements and to verify assignments. The instructor isn't responsible for updating students who miss class who do not provide an excused absence.

**Tardiness** (arriving late to class) or leaving early without the instructor's permission counts as an absence at the discretion of the instructor. Two tardies will count as an unexcused absence.

**Excused Absences for University Extracurricular Activities.** Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments that they missed as a result of their participation. However, it is the responsibility of the student to plan in advance with the instructor prior to any scheduled examination or assignment to arrange for making up the work.

**Religious Observance.** Students wishing to observe religious occasions that require missing class should notify the instructor in writing at the beginning of the semester, and should discuss with the instructor in advance, acceptable ways of making up any work missed because of the absence.

### **In case of COVID**

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Academic dishonesty will not be tolerated.** This includes cheating, plagiarism, fabrication, unauthorized possession of examinations, changing of grades, records, etc. or helping another student commit an act of academic dishonesty. For example, plagiarism is the paraphrasing or direct quotation of published or unpublished works *without* full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action which may include expulsion from the University. This is explained in the UNT Student Handbook. When you submit work for this class, that is the same as making a statement that you have produced the work yourself, in its entirety. Plagiarism, fabrication, copyright infringement, and similar uses of other people's work are unacceptable. Plagiarism, in a nutshell, is using other people's written words or published ideas as your own. Some people consider the use of 7-10 words in a row, copied from another source, as plagiarism. Be sure to include citations when using other people's writing, because plagiarism is a serious offense in any discipline, especially in journalism. It is a firing offense in the professional world. The procedures for disciplinary action will be in accordance with the rules and regulations of the University governing disciplinary action. See details at <https://policy.unt.edu/policy/06-003>.

### **Students needing academic accommodations**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should

be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323. Begin the registration process at: <https://studentaffairs.unt.edu/office-disability-access>.

### **Inclusion**

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (<https://studentaffairs.unt.edu/dean-of-students/conduct>).

No late work will be accepted after **one week past the due date**. If any element of a project is omitted, the project will be considered as late until the missing element is handed in. This includes group grades. Every member of a group will be held accountable for a late element so double check that every element is in the packet handed in.

- All late work is to be handed in as a hard copy. if you encounter difficulties meeting a deadline on any project, you need to communicate with your instructor *before* the project is due.
- If you are an advertising major, I urge you to join the UNT AdClub. You will benefit from speakers.

Note that while a rubric is created for assignments and projects as a way to quantify grades, much of the evaluation is done subjectively, based on the instructor's years of experience as marketing, advertising, and creative professional.

Grading of assignments and projects will be given on a rubric that will show strengths and weaknesses in project categories. Careful consideration is given to each element of the evaluation. Feedback and grades are provided to accurately communicate your progress to you and help your professional growth. You are free to discuss evaluations with me during office hours.

**If you want to know your grade during the semester, you may refer to the grades you have been given up to that date. Calculate your grade using the grade weights on this syllabus. The grade you have earned at any time during the semester is your grade only up to that date and will not reflect your final grade.**

If you wish to review your grade with me during the semester, you may visit me during office hours. It is a good idea to set an appointment in advance so I will have all materials needed. This may be done a maximum of two times during the session. **Grades are not negotiable.**

**Extra Credit is not customary in this course but may be offered for special circumstances.**

### **Accreditation**

The Mayborn, which is one of only 117 journalism programs across the world that are accredited, is renewing its credentials this year. Accreditation is important to you because it

means your degree is more valuable than one that comes from an unaccredited school.

As a Mayborn student, you are part of this important process. You might be asked to do a noncredit assignment in a class, you might be asked to participate in a survey or focus group, and you might be asked to visit with an outside team of professionals and educators who will be evaluating the school in the fall. Student participation in the process is essential.

Accreditation has profound benefits. Accredited programs may offer scholarships, internships, competitive prizes, and other activities unavailable in non-accredited programs. Accreditation also provides an assurance of quality and rigorous standards to students, parents, and the public. Students in an accredited program can expect to find a challenging curriculum, appropriate resources and facilities, and a competent faculty.

Accreditation is our promise to our students that you will receive the best education possible in journalism and mass communication. With today's technology, anyone can present information to a mass audience. But not all are trained in the creation of ethical messages that reach and serve diverse audiences that our standards uphold. What you learn in an accredited program makes you more marketable and your degree more valuable!

The Mayborn School's accreditation is determined by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) through an extensive evaluation process. Accreditation by the ACEJMC council means we embrace the value of a broad, multidisciplinary curriculum that nurtures critical thinking, analytic reasoning and problem-solving skills that are the essential foundation for all mass communication education.

### Access to Information

Your access point for business and academic services at UNT occurs within the [My.UNT site \(www.my.unt.edu\)](http://www.my.unt.edu). If you do not regularly check EagleConnect or link it to your favorite e-mail account, please do. This is where you learn about job and internship opportunities, MSOJ events, scholarships, and other important information. Visit the [Eagle Connect website](http://eagleconnect.unt.edu/) for more information (<http://eagleconnect.unt.edu/>) including tips on how to forward your email.

[HOME](#) / [EAGLECONNECT](#)

**Quick Links**

- [HelpDesk Home Page](#)
- [Frequently Asked Questions](#)
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- [Qualtrics Surveys](#)
- [LinkedIn Learning](#)
- [Duo Multi-Factor Authentication \(MFA\)](#)

## EagleConnect Email

EagleConnect is the official UNT email for students. Current student EagleConnect email features include the following:

- 1000 GB of storage shared with mailbox and [OneDrive](#)
- Free [Microsoft Office Web Apps](#) and [Office 365 Desktop Apps](#)
- Shared address book and calendar information
- [Microsoft Teams](#) - Meet, chat, call, and collaborate in just one place

[SIGN IN TO EAGLECONNECT >](#)

[Frequently Asked Questions](#)

### Support Hours

**Current Hours:**  
Monday–Thursday: 8 a.m.- 9 p.m.  
Friday: 8 a.m.- 5 p.m.  
Saturday–Sunday: 11 a.m.- 3 p.m.

**Walk-in Hours:**  
Monday–Friday: 8 a.m.- 5 p.m.

### Contact Information

**Call:** [940-565-2324](tel:940-565-2324)  
**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)  
**Walk-in:** Sage Hall, Room 330

[LIVE CHAT >](#)

[Download the Outlook Mobile App](#)

### Courses In a Box

Any MSOJ equivalent course from another university must receive prior approval from the

MSOJ academic advisor to ensure that all MSOJ degree plan requirements are met. For example, courses that are taken online or from a program that offers course material via CD, booklet, or other manner of correspondence must have prior advisor approval.

### **IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in multiple on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, students should contact the UNT International Advising Office (telephone 940-565-2195 or email [international@unt.edu](mailto:international@unt.edu)) to get clarification before the one-week deadline.

### **EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify you with critical information in an event of emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [www.my.unt.edu](http://www.my.unt.edu). Some helpful emergency preparedness actions include: 1) ensuring you know the evacuation routes and severe weather shelter areas, determining how you will contact family and friends if phones are temporarily unavailable, and identifying where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, your instructor will communicate with you through Blackboard regarding assignments, exams, field trips, and other items that may be impacted by the closure.

### **Student Perceptions of Teaching (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT survey will be made available to provide you with an opportunity to evaluate how this course is taught. You will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Please look for the email in your UNT email inbox. Simply click on the link and complete your survey. Once you complete the survey you will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://www.spot.unt.edu) ([www.spot.unt.edu](http://www.spot.unt.edu)) or email [spot@unt.edu](mailto:spot@unt.edu). Spots survey dates:

Oct 02 to 12

[SPOT Survey Administration Fall 8W1](#)

Nov to Dec 20 to 07  
SPOT Survey Administration Fall 2023

Dec 04 to 14  
SPOT Survey Administration Fall 8W2

Apr to May 15 to 02  
SPOT Survey Administration Spring Session

### **Mayborn School of Journalism Academic Integrity Policy**

The codes of ethics from the Society of Professional Journalists, American Advertising Federation and Public Relations Society of America address truth and honesty. The Mayborn School of Journalism embraces these tenets and believes that academic dishonesty of any kind – including plagiarism and fabrication – is incongruent with all areas of journalism. The school’s policy aligns with UNT Policy 06.003 and requires reporting any act of academic dishonesty to the Office for Academic Integrity for investigation. If the student has a previous confirmed offense (whether the first offense was in the journalism school or another university department) and the student is found to have committed another offense, the department will request the additional sanction of removing the student from the Mayborn School of Journalism. The student may appeal to the Office for Academic Integrity, which ensures due process and allows the student to remain in class pending the appeal.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found on the Dean Of Students website ([www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)).

### **Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

**UNT’s Dean of Students’ website** ([http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0)) offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. Renee LeClaire McNamara is UNT’s Student Advocate, and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648.

**You are not alone. We are here to help.**

### **Mental Health Services**

UNT provides mental health services to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

#### **1. Student Health and Wellness center**

1800 Chestnut St. (Chestnut Hall)  
940-565-2333  
M-Th, 8 a.m. to 5 p.m.  
<https://studentaffairs.unt.edu/student-health-and-wellness-center#programs>

## **2. Counseling and Testing Services\***

801 N. Texas Blvd., Suite 140 (Gateway Center)  
940-565-2741  
M-F, 8 a.m. to 5 p.m.  
<https://studentaffairs.unt.edu/counseling-and-testing-services>

## **3. UNT CARE Team\***

Dean of Students, University Union  
940-565-2648  
[careteam@unt.edu](mailto:careteam@unt.edu)  
<https://studentaffairs.unt.edu/care>

## **4. Psychiatric Services**

940-565-2333  
<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>

## **5. Individual Counseling\***

940-369-8773  
<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>

\*Services are free to UNT students

If at any time you are feeling alone or in jeopardy of self-harm, reach out to any of the following:

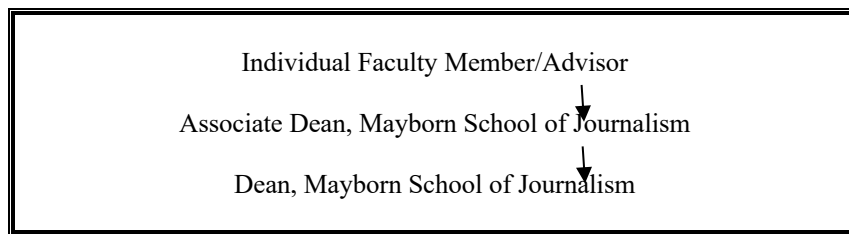
- National Suicide Hotline 800-273-8255
- Denton County MHMR Crisis Line 800-762-0157
- Denton County Friends of the Family Crisis Line (Family or partner violence) 940-382-7273
- UNT Mental Health Emergency Contacts
  - During office hours, M-F, 8 a.m. to 5 p.m. 940-565-2741
  - After hours 940-565-2741
  - Crisis Line Text CONNECT to 741741
  - Live chat <http://www.suicidepreventionlifeline.org>

## **Course Safety Statements**

Students in the Mayborn School of Journalism are urged to use proper safety procedures and guidelines. While working in laboratory sessions, students are expected and required to identify and use property safety guidelines in all activities requiring lifting, climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions and hot and cold products. Students should be aware that the University of North Texas is not liable for injuries incurred while students are participating in class activities. All students are encouraged to secure adequate insurance coverage in the event of accidental injury. Students who do not have insurance coverage should consider obtaining Student Health Insurance for this insurance program. Brochures for this insurance are available in the UNT Health and Wellness Center on campus. Students who are injured during class activities may seek medical attention at the UNT Health and Wellness Center at rates that are reduced compared to other medical facilities. If you have an insurance plan other than Student Health Insurance at UNT, please be sure that your plan covers treatment at this facility. If you choose not to go to the UNT Health and Wellness Center, you may be transported to an emergency room at a local hospital. You are responsible for expenses incurred there.

## Academic Organizational Structure

Understanding the academic organizational structure and appropriate Chain of Command is important when resolving class-related or advising issues. When you need problems resolved, please follow these steps:



## Office of Disability Accommodations

The University of North Texas and the Mayborn School of Journalism make reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time. However, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the website for the [Office of Disability Accommodation](http://www.unt.edu/oda) (<http://www.unt.edu/oda>). You may also contact them by phone at 940.565.4323.

## Enrollment Guidelines

For journalism majors, not minors: This is a pre-major class. Enrollment in this class means that you are in pre-major status, not major status. (JOUR 2320 is considered a pre-major course for students under any catalog year prior to 2009.) When you have completed this course and others in your pre-major, then

you must apply to become a major and therefore have access to upper-level journalism courses. If you have questions about what counts in your pre-major, please see an advisor.

## Journalism Course Registration

- Registration will begin on the dates noted in the schedule of classes each semester. The system is a live, first come/first serve program.
- By registering for this course, you are stating that you have taken the required prerequisites according to your catalog year and major/minor status. If the instructor later determines that you haven't taken and passed these requirements, then you may be dropped at any point in the semester. If you have questions about your prerequisites, please see an advisor.
- A journalism major enrolled in any restricted 3000 and 4000 level classes must have taken and passed the GSP test and all foundational courses. Students must earn and maintain a 2.5 UNT and/or overall GPA (depending upon catalog year) to be eligible for major-level courses.

## Re-taking Failed Journalism Classes

Students will not be allowed to automatically take a failed journalism course more than two times. Once you

have failed a journalism course twice, you will not be allowed to enroll in that course for one calendar year after the date you received the second failing grade. Once a student has waited one calendar year after failing a course twice, the student may submit a written appeal to the director of graduate studies and graduate academic advisor (“the director” in the following) to be approved to enroll a third time. Students will not be allowed to re-take a failed journalism course more than three times.

### **Financial Aid Satisfactory Academic Progress (SAP) Undergraduates**

Federal and state regulations governing student financial assistance require that an institution develop standards to measure academic progress toward a degree. Students applying for financial aid will be monitored for Satisfactory Academic Progress (SAP) whether or not financial aid was applied for or received during any academic period in which the student was previously enrolled. You will not be eligible for financial assistance if you do not meet the academic progress requirements. Financial Aid and Scholarships monitors SAP at the end of each term. You must be meeting the minimum standards for SAP by the end of any given enrollment period at UNT to maintain financial aid eligibility.

**If at any point you consider dropping this or any other course, please be advised that the decision to do so has the potential to affect your current and future financial aid eligibility.**

Please visit <https://financialaid.unt.edu/sap> for more information about financial aid.

**Satisfactory Academic Progress. It may be wise for you to schedule a meeting with your MSOJ academic advisor or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.**

### **Academic Advising**

Students must meet with the director at least one time per long semester (Fall & Spring). It is important to update your degree plan on a regular basis to ensure that you are on track for a timely graduation.

**It is imperative that students have paid for all enrolled classes. Please check your online schedule daily through late registration to ensure you have not been dropped for non-payment of any amount.** Students have been unknowingly dropped from classes for various reasons such as financial aid, schedule change fees, parking fees, etc. MSOJ will not be able to reinstate students for any reason after late registration, regardless of situation. It is the student’s responsibility to ensure all payments have been made.

**Academic Dishonesty** includes, but is not limited to, the use of any unauthorized assistance in taking quizzes, tests, or exams; dependence upon the aid of sources beyond those authorized by the instructor, the acquisition of tests or other material belonging to a faculty member, dual submission of a paper or project, resubmission of a paper or project to a different class without express permission from the instructors, or any other act designed to give a student an unfair advantage. Plagiarism includes the paraphrase or direct quotation of published or

unpublished works *without* full and clear acknowledgment of the author/source. Academic dishonesty will bring about disciplinary action which may include expulsion from the university. This is explained in the UNT Student Handbook.

When you submit work for this class, that is the same as making a statement that you have produced the work yourself, in its entirety. Plagiarism, fabrication, copyright infringement, and similar uses of other people’s work are unacceptable. Plagiarism, in a nutshell, is using other people’s written words or published ideas as your own. Some people consider the use of 7-10 words in a row, copied from another source, as plagiarism. Be sure to include citations when using other people’s writing, because plagiarism is a serious offense in any discipline, especially in journalism. It is a firing offense in the professional world.

**Students found to plagiarize work in this class will be subject to failure of the class and further discipline by the University of North Texas at the discretion of the instructor.** Penalties for academic dishonesty may range from failure of the individual project to failure of the class.

### **Journalism Equipment Check Out**

Checkouts are for 24 hours from the time of checkout, unless specified differently from your assigned Professor. Students are authorized to keep checked out equipment for up to 72 hours, depending on the class and the Professor's approval.

If the student needs equipment for longer than 72 hours, please send an email with an Approval from your Professor to:

**[mayborn-equipment@unt.edu](mailto:mayborn-equipment@unt.edu)** or **[ladaniel.maxwell@unt.edu](mailto:ladaniel.maxwell@unt.edu)**.

All equipment must be picked up and returned at a scheduled time within these hours.

Monday/Wednesday: 8:30a.m – 10:00p.m.

Tuesday/Thursday: 9 a.m. - 10 p.m.

Friday: 9 a.m. - 6 p.m.

Sat-Sun: 12 p.m. - 6 p.m.

Anyone who plans to check out equipment during the semester must complete the checkout agreement form found below:

<https://forms.office.com/r/bTSQZuq1Dr?origin=lpLink>

This form should be completed prior to checking out equipment and only needs to be done once per semester.

The violations listed below will occur if due equipment is not return on the agreed time.

1<sup>st</sup> late infraction – 1 week ban from checking out equipment.

2<sup>nd</sup> late infraction – 3 weeks ban from checking out equipment.

3<sup>rd</sup> infraction – Semester long ban from any and all equipment checkout.

If you are going to be late or unable to return equipment that you checked out on time, please email **[mayborn-equipment@unt.edu](mailto:mayborn-equipment@unt.edu)** or **[ladaniel.maxwell@unt.edu](mailto:ladaniel.maxwell@unt.edu)**

Equipment room phone number is 940-565-3580.

Equipment room is located at Chilton Hall 410 S. Ave. C, Room 155.

If you are going to be late returning equipment please email [mayborn-equipment@unt.edu](mailto:mayborn-equipment@unt.edu) . Active communication brings leniency in many cases.

### **Statement of Student Learning Outcomes, UNT Journalism**

Since 1969, the UNT Department of Journalism (Mayborn School of Journalism effective September 1, 2009) has been accredited by the Accrediting Council on Education in Journalism and Mass Communication. This national accreditation also extends to the Mayborn Graduate Institute of Journalism, the only accredited professional master's program in Texas. About one-fourth of all journalism and mass communication programs in the United States are accredited by ACEJMC. National accreditation enhances your education here, because it certifies that the department and graduate institute adhere to many standards established by the council. As a further learning outcome, you may, at any time in the Spring 2022 Semester up to the final exam day, come by my office and say, "I have read Alan Watts' The Book" and I will award you with what is in my desk drawer. Once the award is claimed, no other student may claim this. This is a test to see who has read the syllabus thoroughly. Among these standards are student learning outcomes, covered by journalism courses in all sequences. established by the council. Among these standards are student learning outcomes, covered by journalism courses in all sequences. This course, JOUR 3055 in Spring 2022 will help to meet the student learning outcomes that have been checked by your instructor.

#### **Each graduate must:**

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
  - Demonstrate an understanding of the diversity of peoples and cultures and of the significance of images in mass communications in a global society.
  - Understand concepts and apply theories in the use and presentation of images and information.
  - Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
  - Think critically, creatively, and independently.
  - Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
  - Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
  - Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.
- Apply tools and technologies appropriate for the communications professions in which they work.

## UNT Spring 2026 Semester Calendar

Academic Calendar is subject to change

KEY SEMESTER DATES	Full Semester Jan. 12-May 8	3 week I Winter Session Dec. 15-Jan. 9	8 week I Session Jan 12-Mar. 6	8 week II Session Mar. 16-May 8
Schedule of Classes Available on myUNT	Sept. 22	Sept. 22	Sept. 22	Sept. 22
Registration Opens <small>For specifics by student group/class: <a href="https://registrar.unt.edu/when-can-i-register">https://registrar.unt.edu/when-can-i-register</a></small>	Oct. 6	Oct. 6	Oct. 6	Oct. 6
Prerequisite Drop <small>Students not meeting course prerequisites will be dropped from their courses.</small>	Dec. 16	Dec. 15	Dec. 16	Mar. 16
Regular Registration Ends	Jan. 8	Dec. 11	Jan. 8	Mar. 12
Late Registration Period—For Students not Registered for the Term	Jan. 9-16	Dec. 12-15	Jan. 9-16	Mar. 13-20
Last Day to Withdrawal from Entire Term on myUNT <small>Courses do not appear on the transcript. After this date see Dean of Students to withdrawal from the entire term.</small>	Jan. 11	Dec. 14	Jan. 11	Mar. 15
Classes Begin	Jan. 12	Dec. 15	Jan. 12	Mar. 16
Last Day to Add a Class or Swap Sections <small>A swap is switching sections of the same course in the same session.</small>	Jan. 16	Dec. 15	Jan. 16	Mar. 20
Last Day to Drop a Class Section Without a W (Census) <small>Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)</small>	Jan. 24	Dec. 16	Jan. 17	Mar. 21
Drop with a Grade of W Begins <small>Courses appear on the transcript with a grade of W and tuition and fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)</small>	Jan. 25	Dec. 17	Jan. 18	Mar. 22
Last day to change to pass/no pass grade option (undergrads)	Feb. 20	Dec. 19	Jan. 30	April 3
Midpoint of the Semester	Mar. 6	Dec. 24	Feb. 6	April 10
Last day for a student to drop a course or all courses with a grade of W.	April 10	Jan. 6	Feb. 20	April 24
First day to request a grade of Incomplete	April 11	Jan. 7	Feb. 21	April 25
Pre-Finals Days	April 29-30	N/A	N/A	N/A
Last Regular Class Meeting	April 30	Jan. 8	Mar. 5	May 7
Reading Day—No Classes	May 1	N/A	N/A	N/A
Final Exams	May 4-8	Jan. 9	Mar. 6	May 8
Last Day of Session	May 8	Jan. 9	Mar. 6	May 8
University Grade Submission Deadline 4 pm	May 11	Jan. 12	Mar. 9	May 11
Grades/Academic Standing posted on the Official Transcript 6pm	May 13	May 13	May 13	May 13
Winter Break (no classes; university closed)	December 24-26, December 29-January 2			
Martin Luther King Jr. Holiday	Jan. 19, 2026			
Spring Break	March 9-15, 2026			
University Commencement	May 7-11, 2026			

Last Modified: December 3, 2025

## ASSIGNMENTS AND PROJECTS

In this course you will demonstrate your growing knowledge of the world of advertising and brand communications through a series of challenging assignments. These include:

**Three Campaigns (100 points each):** This course is a hands-on, experiential course and will require you to study and evaluate design at a deep level. You will create one advertising campaign for each module (listed below), which reflects your understanding of the concepts presented. For each campaign's development, you'll be asked to collate: (1) present-day advertisements, (2) icons and other related, visual imagery, (3) a reading list that supports the development of the campaigns, (4) at least three visual executions (advertisements or other brand-focused communications).

Develop one advertising campaign for each module, reflecting understanding of presented concepts.

For each campaign:

1. Compile present-day advertisements
2. Icons
3. Visual imagery
4. Supporting reading list

Create at least three visual executions (Digital or print ads)

Evaluation:

- Campaign 1 (100 points)
- Campaign 2 (100 points)
- Campaign 3 (100 points)

**Persuasive Pitching/Presenting Ideas Skills (50 points each):** You will be asked to reflect on each module's content and respond to an in-class writing prompt that demonstrates your deep thinking about the topics presented. You will be asked to demonstrate persuasive pitching skills for each of the three campaigns in this course.

• Demonstrate persuasive pitching skills for each of the three campaigns.

- Persuasive Pitching 1 (50 points)
- Persuasive Pitching 2 (50 points)
- Persuasive Pitching 3 (50 points)

**Reflection Papers (100 points each):** You will be asked to reflect on each module's content and respond to an in-class writing prompt that demonstrates your deep thinking about the topics presented.

• Write three reflection papers, each responding to an in-class writing prompt related to module content.

- Reflection Paper 1 (50 points)  
**Gender & Sexuality**
- Reflection Paper 2 (50 points)  
**Race, Ethnicity, and Culture Module**
- Reflection Paper 3 (50 points)  
**Age, Ableism, and SES**

**Engaged Participation (25 Point Each):**

• You will be asked to **evaluate your partners and team members** using a rubric at the end of each module.

- Engaged Participation Evaluation (25 points)  
**Gender & Sexuality**
- Engaged Participation Evaluation (25 points)  
**Race, Ethnicity, and Culture Module**
- Engaged Participation Evaluation (25 points)  
**Age, Ableism, and SES**

**Research Participation (25 points):**

• You are enrolled in an advertising course at a Tier 1 Research University. Research is a necessity for both of these disciplines, as you will learn throughout your time in the Mayborn. You are asked to complete one research study of no more than 30 minutes to fulfill credit in this course. Studies will be available here [\[hyperlink provided when available\]](#). If you do not want to participate in a research study, please contact your professor for this course and they will provide you with a non-research alternative assignment. You may participate in up to two additional studies for extra credit, each additional 30 minutes will award you extra credit, determined by your professor for this course. You will be asked to agree to the terms of research study completion. Questions? Please contact the research coordinate at [\[email address provided when available\]](#).

• **Optional:** Participate in up to two additional studies for extra credit, with each additional 30 minutes earning extra credit of five (5) points.

• Alternative assignment available for those not participating in research studies.

**Attendance (15 points)**

- Essential role in contributing to the group's "bigger picture."

- Promptly inform the professor of any events compromising the ability to complete work for the class.

Everyone in this class has an extremely important role. As a class we will rely on your insight to contribute to our group's "bigger picture." If you foresee any event compromising your ability to complete work for this class, please let me know right away. You are permitted three excused absences throughout the semester without penalty. Beginning with the fourth absence, each absence deducts 20 points from your final course total.

## **Working through The Process. Effective advertising take lots of work.**

**Remember the funnel:**

**1. RESEARCH > 2. INSIGHTS > 3. STRATEGY > 4. CONCEPT > 5. DESIGN > 6. EXECUTION**

(Headlines/Thumbnails/Rough/Comps)

**1. RESEARCH** – Gaining knowledge about your client, the brand, product or service category, and their competitors is key. You will write a **Strategy** and name the target market for each **Assignment**. This is key foundational information for the **Creative Brief**. You must understand the problem/challenge.

**2. INSIGHTS:** The RESEARCH you conduct will give you valuable information about the behavior, thinking, and feeling of your target customers/consumers.

**3. STRATEGY:** Once you have **INSIGHTS**, you will be able to determine a **STRATEGY** to begin developing creative **CONCEPT/IDEAS**. Good **CONCEPTS** are built around life's stories. Stories are what makes great advertising memorable.

**4. CONCEPTS: This is the creative thinking part of ideation.** Great **CONCEPTS** can be born as a doodle on a napkin or the back of a business card. Never should you do concepting start on a computer. This is a major no no. All that is required is a pencil and a piece of paper. Old school is and always will be best starting point for great concepts.

**5. THUMBNAILS:** Do these by hand on 9" x 12" tracing paper with pencil, generally 25 per page, 200 in total for each team. Do thumbs for your 10 best lines. How many? As many as is necessary to work your idea out. You'll do several thumbs for each line, a minimum of 10. Bring these to class when you bring your lines. Make sure that you indicate what is what on your thumbnails and justify what led you to do them for a particular headline. Always include your strategy.

**6. ROUGHS:** are quarter-page pencil roughs. For print, they will be approximately 3" x 5" and for outdoor, approximately 2 ¼" x 7". You will do four roughs per thumbnail idea your team chooses. These will include indications of typeface choice and your headlines.

7. **Fifth - Full Size Pencils** - These are refined from your quarter- size roughs and are the size of a full-page portrait. 8" x 10". You will do two full size pencils from the rough idea your team chooses. These will include tight indications of typeface choice for your headlines and indications for your body copy.

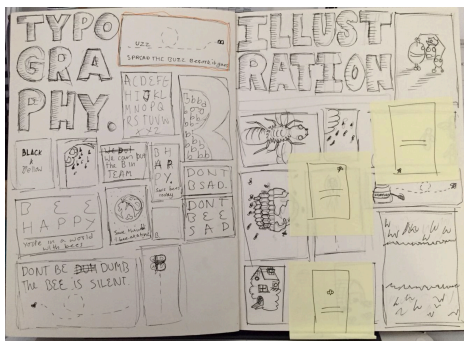
8. **DESIGN** – This step is the icing on the cake. It involves great aesthetics, including careful layout to breathe life into a great **CONCEPT**. **Choose type, visuals, and final copy to marry together in near final format.**

9. **EXECUTION** – Use your creative tools including a computer and software to produce final comprehensive layouts.

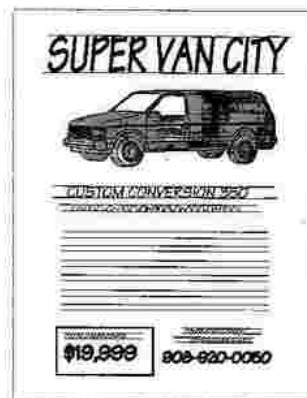
10. **Computer Comps:** These are computer comps that your team will present in class for critique. Count on re-doing them several times. Include all copy, including passive copy (addresses, URL, etc.)

**Working in a team.** You can start by brainstorming together but split up when it's time to write your lines. Highlight them. Do your thumbnails. You can then discuss these with your teammates.

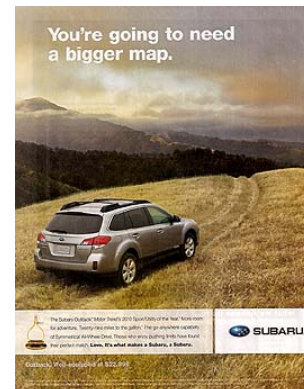
**Thumbnails**



**Rough (Full Size)**



**Comp (Full Size)**



## ASSIGNMENTS AND PROJECTS

### Evaluation Criteria

For Assignments and Projects, you will be evaluated using a defined set of criteria. These will vary somewhat based on how far we are into the course. But what will be included is similar to what is shown below.

Criteria (**bold**) used for evaluation includes:

**Strategy:** How you plan to respond to the needs of the target audience. Strategy is the way you plan to sell the product. Simply stated: "I'm going to do \_\_\_\_\_ by doing \_\_\_\_\_."

**Concept (Big Idea):** An original creative idea that is attention grabbing and memorable. It is an approach that no one has ever seen before. Good creative concepts identify **truthful** characteristics of the product that have relevance for the audience. The idea can be exaggerated greatly to emphasize the product benefit. The creative solution should make its point but still be believable.

**Design:** How visual elements, which include art, photography, typography and the use of **color** are used to create an esthetically pleasing **layouts**. **Image** and **type selection** are critical. Successful layouts incorporate effective use of **design elements** and **design principles**.

**Execution:** Effective use of technical skills including **software** and **computer skills** to produce comprehensive and/or finished artwork. **Image** and **presentation quality** are critical.

## JOUR 3055 – Art Direction

Student (Last, First): \_\_\_\_\_ ID.: \_\_\_\_\_

0 - 5: Poor 6 - 7: Average 8 - 9: Good 10: Excellent

### 1. Strategically Sound/Unique Selling Point (USP)

- Overall solution is based on research of audience needs
- Highlights brand position/benefit/competitive advantage

0 1 2 3 4 5 6 7 8 9 10

### 2. Truthful

Creative portrays brand honestly and believably

0 1 2 3 4 5 6 7 8 9 10

### 3. Strong Concept (Big Idea)

Headline and/or visual(s) create(s) a **POWERFUL** solution that is: Attention Grabbing and/or; Emotionally appealing and/or Unexpected and/or; Humorous and/or; Etc., etc., etc.

0 1 2 3 4 5 6 7 8 9 10

### 4. Design Elements

Elements of Design (Line, Shape, Texture, Space, Size, Value) were organized to form dynamic relationships.

0 1 2 3 4 5 6 7 8 9 10

### 5. Design Principles

Principles of Design (Balance, Emphasis, Rhythm, Contrast) were used to achieve a visually effective solution.

Overall Layout

Image Selection

Type Selection(s)

### 6. Execution/Technical Skills

Comprehensive layout demonstrated professionalism in a variety of areas including

Software skills

Image quality

Presentation

Grade \_\_\_\_\_

## Schedule/Assignments/Due Dates

Please note that this schedule is subject to change. You are responsible for all assignments and deadlines — even if they differ from this schedule. Please see the ASSIGNMENTS section above for more details about each assignment.

### WEEK 1

<b>Mon   JAN 12</b>	<p><b>Day 1</b>  <b>Introduction to Class</b>            overview of course and the value of this class in the context of industry history; quotes about diversity, equity, inclusion, and representation from those working in the industry; what is performative diversity?</p> <ul style="list-style-type: none"> <li>• Welcome and introductions. Course goals and expectations.</li> <li>• Go over Syllabus</li> </ul>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Review Syllabus Schedule and Deadlines</li> </ul>
What to do?	<ul style="list-style-type: none"> <li>• Purchase textbooks and supplies.</li> <li>• Sign and return Syllabus Contract</li> </ul>
<b>Wed   JAN 14</b>	<p><b>Day 2</b>            The pervasive lack of equity, inclusion, and representation in the advertising industry and how this impacts society; recent industry shifts; what is identity?</p> <p><b>Ad Elements, Symbolic Language</b>  <b>Art Direction vs. Design: What's the Difference?</b></p>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Handout: Early/Symbolic Communications, Typography</li> <li>• Textbook, The Advertising Concept Book: Introduction</li> </ul>
What to do?	Read: • Textbook, The Advertising Concept Book: Chapter 1 – The Strategy

### WEEK 2

<b>Mon   JAN 19</b>	<b>Day 1 – MLK HOLIDAY: NO CLASS</b>
<b>Wed   JAN 21</b>	<p><b>Day 2</b>            The pervasive lack of equity, inclusion, and representation in the advertising industry and how this impacts society; recent industry shifts;</p>

	<p>what is identity?</p> <p><b>Ad Elements, Symbolic Language</b></p> <p><b>Art Direction vs. Design: What's the Difference?</b></p>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Handout: Early/Symbolic Communications, Typography</li> <li>• Textbook, The Advertising Concept Book: Introduction</li> </ul>
What to do?	Read: • Textbook, The Advertising Concept Book: Chapter 1 – The Strategy

### WEEK 3

<b>Mon   Jan 26</b>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <b>The Strategy</b></li> <li>• <b>Aesthetics – Design and Typography in ads. Brainstorming. Mindmapping.</b></li> </ul>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, Creative Advertising: Part 1: 1.02 From Brief to Single Goal Part 1: 1.06 Grab Idea/Run with Them Part 1: 1.08 Stick With Ideas...</li> </ul>
What to do?	• Review Assignment 1 (A-1): Symbol Project
<b>Gender and Sexuality Module</b>	
<b>Wed   Jan 28</b>	<p><b>Day 2</b></p> <p>Imagery from present-day advertising; advertising research, theory and terminology; class discussion;</p> <ul style="list-style-type: none"> <li>• <b>Campaign 1 introduced</b></li> <li>• <b>Print</b></li> <li>• <b>Brainstorming. Mindmapping (cont.). Review Early/Symbolic Comm.</b></li> </ul>
What to read/watch/listen to for next time?	• Study for Quiz 1: Early & Symbolic Communication.
What to do?	• Bring Sketchbook and Pencil to class.

### WEEK 4

<b>Mon   Feb 2</b>	<p><b>Day 1</b></p> <ul style="list-style-type: none"> <li>• <b>Emotional &amp; Rational Buying Motivation. Go over Assignment 2 (A-2) • Use of Typography in ads (size, kerning, leading, etc.)</b></li> </ul>
What to	• Study for Quiz 1: Early & Symbolic Communication.

read/watch/listen to for next time?	
What to do?	<ul style="list-style-type: none"> <li>• Bring Sketchbook and Pencil to class.</li> </ul>
<b>Mon   Feb 4</b>	<b>Day 2</b> Internal and external biases; sexism, homophobia, microaggressions, analysis of stereotypes; guest speakers <b>Campaign 1</b> <ul style="list-style-type: none"> <li>• <b>Emotional &amp; Rational Buying Motivation. Go over Assignment 2 (A-2)</b></li> <li>• <b>Use of Typography in ads (size, kerning, leading, etc.)</b></li> </ul>
What to read/watch/listen to for next time?	
What to do?	<ul style="list-style-type: none"> <li>• Study for Quiz 1 (Q-1)</li> </ul>

## WEEK 5

<b>Mon   Feb 9</b>	<b>Day 1</b> <b>Quiz 1: Early &amp; Symbolic Communication.</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, The Advertising Concept Book: Chapter 4, The Campaign</li> </ul>
What to do?	<b>Turn in Assignment 1 (A-1)</b>
<b>Wed   Feb 11</b>	<b>Day 2</b> A study of models: size and tone, flawlessness and filters, objectification, roles, stereotypes, themes, and image cropping. <ul style="list-style-type: none"> <li>• <b>Aesthetics - design, balance, contrast. Review: Review Brainstorming steps.</b></li> <li>• <b>Creative Brief: Research, Insights, Strategy, Concept, Design, Execution</b></li> <li>• <b>The Campaign</b></li> </ul>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, Creative Advertising: Part 2: 2.04 Without Words - through Part 2: 2.06 Compare and Contrast</li> </ul>
What to do?	

## WEEK 6

<b>Mon   Feb 16</b>	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <b>The Campaign</b></li> </ul>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, The Advertising Concept Book: Chapter 5, The Tagline</li> <li>• Textbook, Creative Advertising: Part 2: 2.07 Repetition &amp; Accumulation – through Part 2: 2.11 Paradoxes &amp; Optical Illusions</li> </ul>
What to do?	<b>Turn in A-2 by 11:59 PM</b>
<b>Wed   Feb 18</b>	<b>Day 2</b> Depictions of family; same sex couples; Pride; rainbow imagery <ul style="list-style-type: none"> <li>• <b>Reflection Paper</b></li> <li>• <b>The Tagline</b></li> <li>• <b>In-class project: Brainstorming - In-class project: Brainstorming.</b></li> </ul>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, The Advertising Concept Book: Chapter 6, Generating Strategies and Ideas</li> <li>• Textbook, Creative Advertising: Part 2: 2.12 Provocation and Shock... – through Part 2: 2.15 Spoofs and Parodies</li> </ul>
What to do?	

## WEEK 7

<b>Mon   Feb 23</b>	<b>Day 1</b> <ul style="list-style-type: none"> <li>• <b>Generating Strategies and Ideas</b></li> <li>• <b>Concept, Creative Development. Assignment 3 (A-3)</b></li> </ul>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, Creative Advertising: Part 2: 2.18 Telling Stories – through Part 2: 2.19 Absurd, Surreal, Bizarre</li> </ul>
What to do?	Turn in Assignment 2 (A-2) by 11:59 PM.
<b>Wed   Feb 25</b>	<b>Day 2</b> <ul style="list-style-type: none"> <li>• <b>Campaign 1 due</b></li> <li>• <b>Concepts &amp; Creative Direction</b></li> </ul>

What to read/watch/listen to for next time?	• Textbook, The Advertising Concept Book: Chapter 7, TV
What to do?	

## WEEK 8

<b>Mon   Mar 2</b>	<b>Day 1</b> • <b>Elements of Design, Principals of Design, TV</b>
What to read/watch/listen to for next time?	• Textbook, Creative Advertising: Part 2: 2.20 Take It Literally – through Part 2: 2.23 Change The Product
What to do?	
<b>Race, Ethnicity, and Culture Module</b>	
<b>Wed   Mar 4</b>	<b>Day 1</b> What is intersectionality? Imagery from present-day advertising; advertising research, theory, and terminology; class discussion; <b>Campaign 2 introduced</b> <b>Thumbnails, Roughs and Comps</b> <b>Concepts: What Makes a Powerful Ad?</b> <b>Creating Effective Campaigns</b> <b>Project 1 (P-1)</b>
What to read/watch/listen to for next time?	• Textbook, Creative Advertising: Part 2: 2.24 Alternative Uses – through Part 2: 2.27 In The Beginning Was...
What to do?	<b>Turn in Assignment 3 (A-3)</b>

## WEEK 9

<b>Mon   Mar 9</b>	<b>Day 1: SPRING BREAK – NO CLASS</b>
<b>Wed   Mar 11</b>	<b>Day 2: SPRING BREAK – NO CLASS</b>

## WEEK 10

<b>Mon   Mar 16</b>	<b>Day 1</b> A study of models: garments, skin tone, hair styles, objectification, roles, stereotypes, themes; cultural appropriation <b>• Ambient</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, Creative Advertising: Part 2: 2.28 Reframing A Key – through Part 2: 2.30 Break Out Of The Frame</li> </ul>
What to do?	In Class - Assignment: Select a Rough to present. Critique from class.

<b>Wed   Mar 18</b>	<b>Day 2</b> <b>Concepts: What Makes a Powerful Ad? Quiz 2.</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, The Advertising Concept Book: Chapter 9, Interactive</li> </ul>
What to do?	Select P1 Rough to present for critique.

## WEEK 11

<b>Mon   Mar 23</b>	<b>Day 1</b> Cross-cultural analysis of symbols, use of color, and imagery; visual design themes from across the globe; cases from global brands <b>• Interactive</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, Creative Advertising: Part 2: 2.31 Alternative Media – through Part 2: 2.32 All The World’s A Stage</li> </ul>
What to do?	

<b>Wed   Mar 25</b> <b>GROUP WORK</b>	<b>Day 2</b> <b>Break into groups: Critique (P-1) Roughs. Review: Start work on (P-1) Comps.</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, The Advertising Concept Book: Chapter 10, Social</li> </ul>
What to do?	

## WEEK 12

<b>Mon   Mar 30</b>	<b>Day 1</b> <b>Campaign 2 due</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, The Advertising Concept Book: Chapter 11, Copy</li> </ul>
What to do?	

<b>Wed   Apr 1</b>	<b>Day 2</b> <b>Classic Creative Techniques</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Textbook, Creative Advertising: Part 4: 4.01 The Morphological Matrix... – through Part 4: 4.03 Visual Synectics</li> </ul>
What to do?	

## WEEK 13

<b>Age, Ableism, and SES Module</b>	
<b>Mon   Apr 6</b>	<b>DAY 1</b> Age; how is age communicated visually? Generational themes and differences through imagery <b>• Consumer Magazine Ad Campaign</b>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Review all material and notes related to Campaigns</li> </ul>
What to do?	

<b>Wed   Apr 8</b>	<b>DAY 2</b> <ul style="list-style-type: none"> <li>• Effective Campaigns</li> <li>• Discuss Details of Final Project (P-F)</li> </ul>
What to read/watch/listen to for next time?	<ul style="list-style-type: none"> <li>• Stay in contact with Final Project team. Work outside of class.</li> </ul>
What to do?	<b>Trade/Institutional Ads. Project FINAL 3 (P-F): Develop three Consumer Magazine Ads</b>

## WEEK 14

<b>Mon   Apr 13</b>	<b>Day 1</b> Accessibility; captioning and tagging images; imagery in mainstream culture; guest speaker • <b>Campaign 3 – Due During Finals Week!</b>
What to read/watch/listen to for next time?	• Textbook, The Advertising Concept Book: Chapter 13, Integrated
<b>Wed   Apr 15</b>	<b>Day 2</b>  • <b>Work in Groups on Final Project Roughs • Execution</b> • <b>Presenting and Selling Your Work</b>  • <b>Final Project: Question and Answers</b>
What to read/watch/listen to for next time?	
What to do?	

## WEEK 15

<b>Mon   Apr 20</b>	<b>Day 1</b> Socioeconomic status (SES) in advertising and juxtaposition between target audience and the idealized self • <b>Reflection Paper 3</b> • <b>Work in Groups on Campaign 3</b> • <b>Execution</b> • <b>Presenting and Selling Your Work</b> • <b>Final Project: Question and Answers</b>
What to read/watch/listen to for next time?	
What to do?	

<b>Wed   Apr 22</b>	<b>Day 2</b> <b>Break into groups: Critique P-2 Roughs</b>
What to read/watch/listen to for next time?	• Textbook, The Advertising Concept Book: Chapter 14, Execution

What to do?	
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### WEEK 16

<b>Mon   Apr 27</b>	<b>Day 1</b> • <b>Final Campaign: Question and Answers</b>
What to read/watch/listen to for next time?	
What to do?	

<b>Wed   Apr 29</b>	<b>Day 2</b> <b>Turn in Final Campaign</b>
What to read/watch/listen to for next time?	• Textbook, The Advertising Concept Book: Chapter 14, Execution
What to do?	

### FINALS WEEK (MAY 4 – 8)

<b>TBD</b>	
What to do?	<b>Turn in Final Campaign</b>

## Assignments, Projects, Quizzes, & Final Exam Details

<b>Campaigns</b>	<b>Points</b>
Campaign 1 (C-1):	100
Campaign 2 (C-2):	100
Campaign 3 (C-3):	100

<b>Persuasive Pitches</b>	<b>Points</b>
Pitch 1 (P-1):	50
Pitch 2 (P-2):	50
Pitch 3 (P3):	50

<b>Reflection Paper</b>	<b>Points</b>
Reflection Paper 1 (RP-1):	50
Reflection Paper ( RP -2):	50
Reflection Paper ( RP 3):	50

<b>Engaged Participation Evaluation</b>	<b>Points</b>
Engaged Participation 1 (EP-1): Gender & Sexuality	25
Engaged Participation 2 (EP-2): Race Ethnicity & Culture	25

Engaged Participation 3 (EP-3): Age, Ableism, and SES	25
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<b>Exams</b>	<b>Points</b>
Quiz 1 (Q-1):	100
Quiz 2 (Q-2):	100
Final Exam (FE)	100

<b>Research Participation</b>	<b>Points</b>
Research Participation (RP)	25

<b>Extra Credit (TBD)</b>	<b>Points</b>
Extra Credit (EC)	25

<b>Maximum Total Points</b>	<b>1,000</b>
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**Letter to point value standards are as follows:**

A = 900-1000    B = 800-899    C = 700-799    D = 600-699    F = 599 or lower

Optional Final will replace the lowest individual Assignment or Quiz grade. Optional Final grade cannot replace any project grade. Everyone is required to turn in all Projects.

Extra Credit is not customary in this courses but may be offered on occasion.

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