

Art + Art History

ADVERTISING DESIGN **art 4357-001**

Spring 2019

INSTRUCTOR	Pauline Hudel Smith
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OFFICE HOURS	email for an appointment
COURSE & SECTION	Art 4357-001 26484
TIME & PLACE	See schedule
PREREQUISITE	ART 3354 with a grade of B or better, or permissions

DESCRIPTION COURSE CONTENT

GRAPHICS: ADVERTISING DESIGN (2-4) 3 hours credit.

Typography, layout, visualization, and conceptual problem solving as applied to advertising. May be repeated for up to six hours credit. Students design individual ads and complete campaigns for electronic and print media. The focus of this course is to discover how to create "The Big Idea" the visual and verbal synergy used to get the attention of the target market. We will then apply the concept to a variety of formats including magazine ads, billboards, web banners, TV spots, Social Media, etc.

STUDENT LEARNING OUTCOMES

After the successful completion of the course, a student will be able to:

- plan effective communication strategies for an advertising campaign.
- develop solutions to visual and conceptual problems using the design process.
- apply critical thinking to current advertising trends.
- execute a professional presentation.
- write a comprehensive plan and make a formal oral presentation to the client.

TEXTBOOKS - REQUIRED

Advertising by Design - Robin Landa

REQUIRED SOFTWARE

Adobe CC - Creative Cloud

InDesign, Illustrator and Photoshop

SUPPLIES

- USB drive or blank CDs / Design Diary / Sketch Book
- 1 package of typing paper for roughs for printouts
- 1 package of good quality paper for final printouts
- 20 - 30 (15 "x 20") sheets of black core board
- Spray Adhesive
- Stock photography - 7.00 per shot as needed

Spray Adhesives have been banned from use at the school.

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Course Outline

01/14	INTRO LECTURE. Difference between Advertising and Graphic Design. Art Direction. Intro to concept.
01/16	HISTORY/AD STRATEGIES LECTURE. STRUCTURES LECTURE. Homework - Read chapters 1-4 in the book. Research company, product and competitors ads. Answer questions from creative brief handout. PROJECT 1 GENERAL HOUSEHOLD PRODUCT CAMPAIGN. BIG IDEA LECTURE. TAGLINE LECTURE. Homework - 50 concepts (thumbnails).
01/21	MARTIN LUTHER KING DAY
01/23	CRITIQUE. Project 1 - 3 concepts Hand Rough (Lateral) Homework - 50 concepts (thumbnails). Brainstorm taglines. Pick 3 or 4 best ideas and create handdrawn roughs 8 x 10. Refer to Chapter 4 for concept help.
01/28	PROJECT 1 COMPUTER ROUGHS CRITIQUE. Homework - Finish campaign work due Monday. Write creative brief. Design Process.
01/30	PROJECT 1 FINAL CRITIQUE. Include creative brief and process book. Apply critique responses (tweak) and turn in final - next class session.
02/04	PROJECT 2 TYPE ONLY - PRODUCT 1. TEAMS. COPY AND MISDIRECT LECTURE. Lab. Research. 50 Concepts. Brainstorm headlines. Homework - Copy - Product 1 & 2 Get your team members contact info. Read Chapter 10. Create the misdirect.
02/06	PROJECT 2 TYPE ONLY - PRODUCT 2. Lab. Research. Concept. 50 Brainstorm headlines. Create the misdirect. Personal critique
02/11	PROJECT 2 TYPE ONLY - PRODUCT 3 LAB. RESEARCH. 50 CONCEPT. BRAINSTORM headlines. "THE LOOK" LECTURE. Homework - Design the look of the type only ads all three campaigns. Creative Brief. Process book.
02/13	PROJECT 2 COMPUTER ROUGH CRITIQUE. TEAMS. LAB.
02/18	PROJECT 2 FINAL CRITIQUE. Apply critique responses (tweak) and turn in. PROJECT 3 TARGET SWITCH. TEAMS. Plan Book, Client Pitch. Homework - Get your team members contact info. GENDER ANALYSIS.
02/20	PROJECT 3 TARGET SWITCH LECTURE. Develop Strategy. Lab. Plan Book, Client Pitch. PSYCHOGRAPHICS LECTURE. DIVERSITY LECTURE

02/25	PROJECT 3 TARGET SWITCH MEDIA LECTURE.
02/27	PROJECT 3 TARGET SWITCH ETHNOGRAPHY LECTURE. Private Critique
03/04	PROJECT 3 TARGET SWITCH. Includes Alternative media, headline, tagline, client pitch, process book.
03/06	PROJECT 3 TARGET SWITCH. Includes Alternative media, headline, tagline, client pitch, process book.
03/11	PROJECT 3 TARGET SWITCH. Lab/ Private Critique. ETHICS LECTURE
03/13	PROJECT 3 TARGET SWITCH PRESENTATION.
03/18	PROJECT 4 ARCHETYPE. Lab/ Private Critique.
03/20	PROJECT 4 ARCHETYPE. Lab/ Private Critique
03/25	PROJECT 4 ARCHETYPE. Lab/ Private Critique
03/27	PROJECT 4 ARCHETYPE. FINAL CRITIQUE/PRESENTATION.
04/03	PROJECT 5 SOLVE A PROBLEM. Includes alternative media, headline, tagline, plan book, client pitch, process book and body copy.
04/08	PROJECT 5 LAB Private Critique. CAUSES LECTURE.
04/10	PROJECT 5 SOLVE A PROBLEM. CONCEPT critique.
04/15	PROJECT 5 SOLVE A PROBLEM. ETHICS Lecture.
04/17	PROJECT 5 SOLVE A PROBLEM. Full critique.
04/22	PROJECT 5 SOLVE A PROBLEM. Private critique.
04/24	PROJECT 5 SOLVE A PROBLEM. Plan Book, Client Pitch. PDF Portfolio turn in.
04/29	PROJECT 5 SOLVE A PROBLEM. PRESENTATION. Plan Book, Client Pitch. PDF Portfolio turn in.
05/01	This schedule is tentative and is subject to change.

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Attendance

ACADEMIC CALENDAR

JAN 14	First Day of Classes
JAN 14 -19	Late Registration
JAN 21	MLK Day
FEB 15	VCD Internship Workshop
FEB 22	CPR
MAR 01	Design & Diversity Symposium
MAR 11 -15	Spring Break
MAR 22	Advisathon
MAR 29	Last Day to Drop Classes
MAR 29	DSVC Student Conference
APR 01	Registration for summer
APRIL 8	Clampitt Paper School
MAY 03	Last Day of Classes
MAY 04 - 10	Final Exams Week

ATTENDANCE POLICY

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, [insert your attendance policy and/or expectations, e.g. "I will take attendance sporadically" or "I have established the following attendance policy: ..."] However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

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Grading Policy

30% – Attendance/Time management

50% – Projects/Design Process Journal

20% – Final Portfolio Review

(A) 90 – 100 EXCELLENT. Based on superior visual and conceptual solutions. Above and beyond what is required for each assignment showing effort, multiple successful solutions, superior final and design process.

(B) 80 – 89 GOOD. More than what is required with above average visual/conceptual solutions and experimentation.

(C) 70 – 79 FAIR. The basic and minimum visual/concept requirement for each assignment. Minimum Design Process.

(D) 60 – 69 WEAK. Failure to full fill the basic project requirements.

(F) 0 – 59 UNACCEPTABLE. Failure to maintain 80% participation and projects.

VISUAL ASSESSMENT

Your main job in this class is to create appropriate designs and campaigns for real world clients. You are considered an Art Director - who writes and visually executes your concept. The class, will work collectively or individually as the work requires.

STRATEGY/CONCEPT

Good visual and verbal senergy. Demonstrates innovative and original thinking in solutions which are appropriate to the problem.

VISUAL/DESIGN

Thoughtful use of visual elements. Visual elements are arranged in an interesting yet appropriate way. Faithful to the assignment. Design communicates intended idea to the viewer. Execution is faithful to concept. Good Craftsmanship

COPY

Follows format of the assignment. Communicates the intended idea to the customer. Creates synergy with the viusal and the Big Idea.

PROCESS RESEARCH IDEAS

Followes the development of ideas. Brainstorm for variety of solutions. Thumbnails, drawings, research materials. Design Process should be organized and included with Project at turn in. See Design Process break down page in syllabus.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

MANAGEMENT ASSESSMENT

An Art Director is responsible for all aspects of the job, therefore you will be held accountable for good management and professionalism in every stage of development.

PRESENTATION

Prepared and ready to present work at the beginning of class. Communicated clearly. Responded to questions well. Attentive. Clean Presentation. Meets deadlines.

CRITIQUE PARTICIPATE

Participate. Involved in the discussion. Offered insightful comments in a professional way. Ask questions.

ORGANIZATION

Punctuality. Stays the whole class session. Comes to class prepared. Uses work days wisely. Follows instructions accurately - both written and verbal.

PEER EVALUATIONS

An Art Director has to work directly with Creative Directors, Marketing, Clients, puts together a Photo teams, and has to collaborate with Copywriters, Designers, Production, etc. The ability to work with other people is imperative.

TEAM WORK

Contributes, respects, participates and is involved with the common goal of the team. Objective assessments for peer evaluations. Demonstrates involvement in development.

EFFORT

Eager to accept instruction, seeks new opportunities for improvement.

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Grade Sheet

STUDENT: _____

PROJECT: _____

Ad Design ■

Grade Sheet

- (A) 90 – 100 EXCELLENT. Superior visual and conceptual solutions. Above and beyond what is required.
(B) 80 – 89 GOOD. More than what is required with above average visual/conceptual solutions and experimentation.
(C) 70 – 79 AVERAGE. The basic and minimum visual/concept requirement for each assignment.
(D) 60 – 69 WEAK. Failure to fulfill the basic project requirements.
(F) 10 – 59 UNACCEPTABLE. Failure to maintain 80% participation and projects.

	UNACCEPTABLE	WEAK	AVERAGE	GOOD	EXCELLENT
Quality of Work/ Technical Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work is at the appropriate level. Good Craftsmanship. Implements technical knowledge and skill.					
Initiative/Dependability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works pro-actively and is resourceful. Recognizes need for corrective action. Attempts to facilitate solutions. Responsive to direction. Accepts responsibility. Reliable.					
The Big Idea/Concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Innovative idea development based on strategy. Synergy between copy and visual.					
Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands and uses design elements and compositional strategies. Thoughtful use of visual elements. Design communicates intended idea to the viewer.					
Design Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Design Process

DESIGN BRIEF

Student use and awareness of the design process as means of tapping into creative and intellectual thinking is crucial. I am looking for good initial design problem solving as well as a well-presented, well-concepted final comprehensive. I stress problem research, thumbnails, roughs, and highly polished comps as solutions. Restate the initial problem assignment in a design brief, typeset and turn in along with research for every project.

RESEARCH

Look at professional designer's work, review through books, design annuals, articles, online web sites, etc. Document the research via short page papers. Individuals, schools, art and design movements are all fair game (such as Herbert Bayer, April Greiman, Paula Scher, Wolfgang Weingart, Charles Anderson, Bauhaus, Basel School of Design, International Typographic Style, New Wave, Post-Modern, etc.) These can be graded individually or as part of an overall research grade.

FOCUS ON CONCEPT

Produce at least 50 thumbnail sketches per project that explore a wide variety of concepts and visual styles. Fostering a habit of thumbnail sketches strengthens creative problem-solving skills.

ROUGHES

Present roughs during individual critiques or class critiques.

DESIGN PROCESS JOURNAL

Turn in a presentation folder containing all research (thumbnails, roughs, alternate comps, project briefs, concept statements, any research papers or samples of professional work that inspired them). This should be well organized, neat and comprehensive. The design process journal is 25% of each project grade.

FINAL PORTFOLIO

Present a final compilation of the work in the class. The final portfolio is a significant portion of the overall class grade, and include presentation, organization, and quality of the work. The final portfolio is worth 10%-20% of the entire class grade.

Critique

Critique is a critical evaluation or analysis. The critique is a useful tool to help you consider and evaluate certain aspects of producing a design. It is the communication of information to the designer concerning how the work is perceived by others. This feedback is important due to a lack of objectivity in the creation of design, (you are too close to the design and can't see the problem areas), helps promote objectivity (non emotional response to analysis) and gives the designer a verbal forum to evaluate a design's success or failure. Critique is just one of the many processes a designer goes through.

OBJECTIVE

A critique requires a lowering of personal defenses to be effective. The designer has to learn to be objective. By the same token those offering critical evaluation of design should not get personal or evaluate the person.

SPECIFIC

Broad general comments tend to create ambiguity and are less helpful than those directed towards particular aspects of a work. Constant repetition of how well you like some ones work without specifics will always be followed by the question why?

CONSTRUCTIVE

You should give/receive specific ideas for positive change.

VERIFIES COMMUNICATION

When feedback is given in a group critique, both the giver and the receiver have the opportunity to check with others in the group on the accuracy of the comments. Is it one individuals impression or the impression shared by others?

You will create a process book for each assignment. I will be looking for a stack of research materials measuring 1 inch high, minimum - turned in with each assignment.

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General School Policies

DISABILITY ACCOMODATIONS

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

COUNSELING AND PSYCHOLOGICAL SERVICES, (CAPS)

www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

NON-DISCRIMINATION POLICY:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

TITLE IX

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

ACADEMIC INTEGRITY

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

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General School Policies

ELECTRONIC COMMUNICATION

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

CAMPUS CARRY

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK

for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

STUDENT SUPPORT SERVICES

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>. and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

EMERGENCY PHONE NUMBERS

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381