

## Journalism 61-351 – Advertising Copy, Layout & Production

Sage Hall Room #3422

M/W 10:20 a.m.-12:30 p.m.

Prerequisite: Journalism 141, 221, 250 and 324 (each with a grade of C or better); 60 units (crs.)

**Instructor:** Kim Kelling, Ph.D.  
**Office:** Sage Hall Room #3483  
**Office Hours:** M/W 8:30-9:30 a.m.  
and by appointment  
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### Course Description

Principles and techniques of copywriting, selection and presentation of creative strategies and sales points, use of computer skills and application of product and market research to specific creative problems in advertising. Preparation of copy, layout planning, and production.



### Course Objectives

The ultimate objective for this course is to provide you with the tools, knowledge and encouragement necessary to hone your skills as an advertising professional. More specifically:

- To think strategically and solve communication problems through advertising
- To develop specific writing and design skills for print, television, outdoor and digital ads
- To acquire a deeper knowledge and appreciation of the creative process, particularly while working under deadlines

### Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) Values and Competencies

By taking this course, all students should be able to:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of 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
- 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 basic numerical and statistical concepts
- Apply tools and technologies appropriate for the communications professions in which they work

### **Required Textbook & Materials**

Reading assignments will come, predominantly, from the book for this course. Therefore, the following text is **required**:

- Sullivan, L., & Boches, E. (2016). *Hey Whipple, squeeze this* (5<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons, Inc.

It is also recommended that you come to class prepared every day with the following materials:

- Sketch pad, pencils, ruler, fine-point marker (I prefer Sharpie, but any brand marker with a fine point will work) and 12-count colored pencils

### **Recommended Materials**

- A dictionary and a thesaurus
- Adweek, Ad Age, The One Club for Creativity – It’s always a good idea to keep up-to-date on award-winning work and industry trends
- USB drive or portable hard drive. *I recommend that you back up everything!*
- Earbuds or headphones – yes, you are allowed to listen to music during individual in-class assignments! (What better way to get the creative juices flowing?)

### **About the Class**

The purpose of this course is to teach you three important things:

1. How to think strategically
2. How to create strategically
3. How to execute strategically

As the cartoon humorously illustrates, advertising is in a constant state of innovation. As advertising professionals, it will be your job to think of creative, new ways to produce material that breaks through the clutter and reaches your target audience. This course is designed to teach you the principles and techniques of good copywriting, media planning and selection, and ad execution.

Over the course of the semester, you will execute a creative strategy for your client. First, it will be your responsibility to establish clear marketing and advertising objectives for your campaign. From there, you will design print, television, outdoor and digital advertisements for your client. At the end of the semester you will be required to pitch your campaign in a “client” presentation. Additionally, you will compile the work you accomplished throughout the semester into a personal website (i.e., portfolio) that can be used for your applications to internships/jobs.

### **Participation and Professionalism**

Students will receive a score for their professionalism and participation throughout the semester. Professionalism and participation includes, but is not limited to, participation, adherence to deadlines, attendance, punctuality, following instructions, the amount of grammar and style errors in your work, appropriate use of technology during class, attitude and ability to work with others. Having issues with any of these areas will lead to point deductions from the professionalism score.

## **Assignments**

There will be two main types of assignments throughout the course of the semester: in-class assignments and outside creative assignments. The best way to enhance a skill set is to practice. A lot.

*In-class assignments (5 points each):* The in-class assignments in this class will provide you with a chance to work both in small groups and individually to think strategically and creatively under deadline with a bit of guidance from your professor. Upon completion of the assignment, some class time will be used for discussion on best approaches to the assignment. Learning through in-class work will help you create stronger outside creative assignments.

*Outside creative assignments (first drafts are 20 points; second drafts are 40 points):* This semester you will “work” on a client campaign. The client is one of your choosing. Outside creative assignments will revolve around this client. At the end of the semester, the work you do in these outside assignments will make up a large portion of your student portfolio site.

*Peer reviews (5 points each):* The ability to evaluate both the content and design of ads is an important skill set to develop. Like many skills, it improves the most when it is practiced. To that end, you will be expected to do peer reviews or “workshops” on the first drafts of your creative work. Additionally, by evaluating and analyzing the work of your peers, you will become more skilled at analyzing your own creative work for areas that need improvement. Peer evaluation forms will be completed and turned in during workshop days.

*Talking points (5 points each):* All readings for this class are due the day they are listed on the course schedule. On days with assigned readings, you must upload a list of at least three talking points in response to the readings. Talking points mean just that - things you want to talk about. Think of it this way: What did you find interesting, relevant, thought-provoking, controversial or disagreeable about a particular reading? Talking points should be uploaded to Canvas 10:20 a.m. of the assigned reading.

*Demonstration presentation (25 points):* To gain practice in both developing and giving presentations, each student will be responsible for presenting/teaching a lesson on a common advertising topic during the semester using PowerPoint, Keynote or Google Slides. These presentations should be no more than seven minutes and will be timed, which forces you to identify and focus on what is key to your topic. *Note: The title of this assignment is “Demonstration Presentation.” This means that a key part of your presentation should be in demonstrating the application or use of your topic.*

## **Final Portfolio**

At the end of the semester, you will create a portfolio site that reflects a compilation of all of your assignments in this class. A list of things to include, along with a grading rubric, will be provided in class. By revising your work after receiving feedback on drafts, you can ensure your site will be ready not only for this final course assignment, but also for presentation to prospective employers and graduate schools.

## **Grading**

All course work is graded according to the following standards:

**A = Excellent.** This grade is for work of clearly professional caliber (publishable). The strategy behind the ad is clearly well-thought. The copy and design are clear. It is complete and leaves no significant questions unanswered. The work is turned in by or before deadline, needing no changes before submission to clients or creative directors.

**B = Good.** This grade is for work that could be raised to professional standards. Copy is grammatically correct but may lack the sparkle and finesse of “A” work. The copy and design meet assignment requirements, but may miss an opportunity to shine.

**C = Acceptable.** This grade is for work that indicates a problem in at least one area, such as organization, factual errors, tact or weak ideas. It does not measure up to professional quality but could be saved through revision.

**D = Unacceptable Performance.** This grade is for work that is clearly unacceptable even in a classroom setting. The copy or design does not fit strategy, contains mistakes or misrepresentations, and/or is inappropriately targeted. This work may miss the deadlines and reflect little understanding of the assignment.

**F = Failing.** For whatever reason, it appears the student did not take the assignment seriously. This result is often due to personal or time management problems that extend beyond a lack of skills or understanding of the research, writing or production processes.

| <b>J351 GRADING SCALE</b> |           |
|---------------------------|-----------|
| 94-100%                   | <b>A</b>  |
| 90-93.9%                  | <b>A-</b> |
| 87-89.9%                  | <b>B+</b> |
| 84-86.9%                  | <b>B</b>  |
| 80-83.9%                  | <b>B-</b> |
| 77-79.9%                  | <b>C+</b> |
| 74-76.9%                  | <b>C</b>  |
| 70-73.9%                  | <b>C-</b> |
| 67-69.9%                  | <b>D+</b> |
| 64-66.9%                  | <b>D</b>  |
| 60-63.9%                  | <b>D-</b> |
| Below 60%                 | <b>F</b>  |

|            |  |
|------------|--|
|            | <b>OUTSIDE CREATIVE ASSIGNMENTS: 365 points total</b>  |
| 20         | Advertising Assessment   |
| 50         | Research   |
| 50         | The Creative Brief   |
| 20         | Print Ad First Draft   |
| 40         | Print Ad Second Draft  |
| 40         | Television Script  |
| 20         | Outdoor Ad First Draft   |
| 40         | Outdoor Ad Second Draft  |
| 20         | Digital Ad First Draft   |
| 40         | Digital Ad Second Draft  |
| 25         | Demo Presentation  |
|            | <b>PEER REVIEWS: 20 points total</b>   |
| 5          | Print Ad Peer Review   |
| 5          | Television Script Peer Review  |
| 5          | Outdoor Ad Peer Review   |
| 5          | Digital Ad Peer Review   |
|            | <b>IN-CLASS ASSIGNMENTS: 60 points total (approx)</b>  |
| 60         | Approximately 11 assignments will be done during class and handed in. Each will be assessed for effort.  |
|            | <b>TALKING POINTS: 65 points total</b>   |
| 65         | Reading responses (5 points each, 13 readings)   |
|            | <b>PORTFOLIO: 125 points total</b>   |
| 125        | Final versions of assignments, along with ad context and resume. Includes points allocated toward client presentation.   |
|            | <b>PROFESSIONALISM: 25 points total</b>  |
| 25         | Various aspects of student performance will be evaluated, with deductions made for unexcused absences, tardiness, lack of class participation, lack of quality in peer feedback, inappropriate use of technology during class and missing deadlines. |
| <b>660</b> | <b>TOTAL POINTS FOR COURSE</b>   |

Above is a table of assignments and the grade breakdown for the semester. The final list of assignments and point totals may vary from this list.

*All grades are final. If you have a question about grades, you have seven days from the day the grade is posted to set up a meeting with me to receive clarification. Grades will not be discussed over email or before/after class.*

**Deadlines.** Advertising is a deadline-driven business. Meeting assignment deadlines for this course is expected and required. **If you anticipate a problem with turning in an assignment on time, please talk to me in advance (before the assignment is due!)** *Failure to turn in an assignment on time will result in an automatic 10% deduction.*

### **Communication**

My goal is to be as responsive as possible to you throughout the duration of this course. Therefore, I genuinely hope you take advantage of my office hours if you have any questions or concerns about this course or the job/internship application process. I highly recommend emailing in advance, even if you plan to show up during my scheduled office hours, as unexpected meetings may take me out of the office temporarily.

I try my best to respond to all emails by the end of the day (unless it is the weekend, I am travelling, or it is a holiday). If you have a question or issue that requires a detailed response, it is best to set up an appointment to meet with me personally. I will not address grades or answer grade-related questions over email.

*Please, only use your UWO email to contact me.*

### **Punctuality and Attendance**

It is expected that you will arrive to class on time. One late absence because of unforeseeable circumstances may be excused if you offer an explanation to me immediately following class. More than one late arrival indicates a pattern of irresponsibility and you will lose a minimum of **two** professionalism points for each late arrival, with additional points deducted depending on the degree of lateness.

Attendance for this class is expected and required (should you desire a decent grade!). If you miss class for an excusable reason, such as illness or a family emergency, please let me know immediately so you will not lose professionalism points. I may require a doctor's note or other documentation.

Regardless of why you miss class, you must communicate with me about the absence before class if at all possible, but certainly within 24 hours. Just as you would not miss work without letting your boss know why, you should not miss class without letting your professor know why. Failure to do so will result in a loss of **five** professionalism points. You may have the lamest excuse in the world for missing class (your alarm didn't go off or your car wouldn't start), but if you are responsible enough to deliver that excuse to me in a reasonable timeframe, I am more likely to consider reduced point deductions if your class performance has otherwise been acceptable.

### **University Policies**

Students with Special Needs: All reasonable efforts will be made to accommodate students with special needs. Please, let me know if there is anything I can do to improve your learning environment. Contact the dean of students at 424-3100 or visit <http://www.uwosh.edu/deanofstudents/disability-services> for more information.

Academic Support of Inclusive Excellence: If you are a member of a historically marginalized population, you may find support by contacting this office. Check out its website at <http://www.uwosh.edu/acad-supp>.

Students Right to Know Act of 1990: Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>.

Academic Integrity: Be sure to read the University of Wisconsin Oshkosh Student Discipline Code (below).

UWS 14.01 Statement of principles.

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWS 14.03 Academic misconduct subject to disciplinary action.

1. Academic misconduct is an act in which a student:
  - a. Seeks to claim credit for the work or efforts of another without authorization or citation;
  - b. Uses unauthorized materials or fabricated data in any academic exercise;
  - c. Forges or falsifies academic documents or records;
  - d. Intentionally impedes or damages the academic work of others;
  - e. Engages in conduct aimed at making false representation of a student's academic performance; or
  - f. Assists other students in any of these acts.
2. Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Plagiarism is the copying of information from a source without citing the source. This is especially applicable in this class and will result in a failing grade.

## **Course Schedule**

NOTE: The course outline, overview and assignment schedule outlined below are subject to change at the discretion of the University or the professor.

The reading assignments are to be completed before that day's class meeting.

### **Week 1 – Introduction**

**Monday, Feb. 3**

**Wednesday, Feb. 5**

Reading assignment: [Chapter 20](#)

Assign: [Ad assessment](#)

### **Week 2 – Advertising Strategy & Marketing Research**

**Monday, Feb. 10**

Reading assignment: [Chapter 3](#)

SAMPLE PRESENTATION: Using layers

Due: [Ad assessment](#)

Assign: [Research](#)

**Wednesday, Feb. 12**

PRESENTATION: When/why to use Photoshop, Illustrator or InDesign

PRESENTATION: Color theory in advertising

### **Week 3 – The Creative Brief**

**Monday, Feb. 17**

Reading assignment: [Chapter 2](#)

Reading assignment: [Three keys to unlock a powerful creative brief \(on Canvas\)](#)

Reading assignment: [Sample creative briefs \(on Canvas\)](#)

PRESENTATION: Selection tool

PRESENTATION: Lasso tools

Assign: [Creative brief](#)

Due: [Research](#)

**Wednesday, Feb. 19**

Reading assignment: [Chapter 4](#)

PRESENTATION: Brush tools

PRESENTATION: Masking tools

### **Week 4 – Advertising Design Elements**

**Monday, Feb. 24**

Reading assignment: [Chapter 8](#)

PRESENTATION: Clone Stamp tool

PRESENTATION: Magic Wand tool

Due: [Creative brief](#)

**Wednesday, Feb. 26**

Reading assignment: Chapter 5  
PRESENTATION: Crop tool  
PRESENTATION: Dodge/Burn tool  
PRESENTATION: Blend Modes  
Assign: Print ad

### **Week 5 – Print Advertising**

#### **Monday, March 2**

PRESENTATION: Liquify tool  
PRESENTATION: Using effects in Photoshop

#### **Wednesday, March 4**

*Workshop: Print ad*

**Due: Print ad (first draft)**

### **Week 6 – Broadcast Advertising**

#### **Monday, March 9**

Reading assignment: Chapter 16  
Reading assignment: Formatting TV Scripts (on Canvas)  
Assign: Television script

#### **Wednesday, March 11**

Reading assignment: Chapter 17

### **Week 7 – Workshop Week**

#### **Monday, March 16**

*Workshop: Television spot*

**Due: Television script**

#### **Wednesday, March 18**

Flex Day

**Due: Print ad (second draft)**

### **Week 8 – SPRING BREAK**

### **Week 9 – Outdoor & Digital Advertising**

#### **Monday, March 30**

Reading assignment: Chapter 6 (pgs. 112-119)  
Reading assignment: Chapter 7  
Assign: Outdoor ad

#### **Wednesday, April 1**

Reading assignment: Chapter 10

### **Week 10 – More on Digital Advertising**

#### **Monday, April 6**

Reading assignment: Chapter 11  
Assign: Digital ad

**Wednesday, April 8**

*Workshop: Outdoor ad*

**Due: Outdoor ad (first draft)**

**Week 11 – Earned Media**

**Monday, April 13**

Reading assignment: [Chapter 12](#)

**Wednesday, April 15**

*Workshop: Digital ad*

**Due: Digital ad (first draft)**

**Week 12 – Portfolios**

**Monday, April 20**

**Wednesday, April 22**

**Week 13 - Preparing Client Presentations**

**Monday, April 27 – Preparing for the Client Presentation**

Reading assignment: [You Suck at PowerPoint \(PDF\)](#)

Reading assignment: [Chapter 19 \(pgs. 327-336\)](#)

**Due: Outdoor ad (second draft)**

**Wednesday, April 29 – One-on-One Conferences**

Class will not meet today. Instead, schedule a 20-minute conference with me to review your final portfolio site and client presentation.

**Due: Digital ad (second draft)**

**Week 14**

**Monday, May 4 – One-on-One Conferences**

Class will not meet today. Instead, schedule a 20-minute conference with me to review your final portfolio site and client presentation.

**Wednesday, May 6 – One-on-One Conferences**

Class will not meet today. Instead, schedule a 20-minute conference with me to review your final portfolio site and client presentation.

**Week 15**

**Monday, May 11 – Client Presentations**

**Due: Client presentation**

**Wednesday, May 13 – Client Presentations**

**Due: Final portfolio by 5 p.m.**