COURSE OUTLINE

Course Number  Course Title  Credits
ADV 101  Advertising Design I  3

Hours:  Co- or Pre-requisite  Implementation
lecture/Lab/Other  ART102, ART105 and CGR105 with a minimum
1 lecture/4 studio  C grade or divisional permission  sem/year
hours  1/2016

Catalog description:
Development of basic conceptual ideas, skills and techniques for typography and design utilizing professional practices and procedures. Use the computer as a graphics tool as well as traditional layout skills. Understand all production processes as it relates to printed materials. This course also provides the student with an understanding of visual problem solving from the concepts stage through finished product and the final printed pieces.

Required texts/other materials:
- Text:
  Publisher: John Wiley & Sons, Inc.
- Flash drive
- Design Process Sketch Book (9” x 12” or 14” x 17”), folder, notebook

Revision date:  Course coordinator:
1/2016  Tina LaPlaca, e-mail: laplacat@mccc.edu, 609-570-3356

Information resources:
- Texts: (Reference Division Booklist)
- Typographer’s sample specimen books (Instructor’s library).
- Current newsstand publications (newspapers, magazines, etc.).
- Print material from instructor’s files.
- Reference books in Library (hard covers and trade publications).
- Videos, DVDs, CDs, etc. as available.
- Handouts

Other learning resources:
- Open Lab Hours
Course Competencies/Goals:

The student will be able to:

1. Understand and use correctly most of the special terms used in the fields of advertising and printing.
   (Course Competencies 1 & 5; Gen Ed Goal 4, 6, 8 & 6)
2. Demonstrate design ability by creating original layouts within the specifications and limitations supplied.
   (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)
3. Create a design comprehensive in a professional manner using typography, illustrations and photographs.
   (Course Competencies 2, 3, 4 & 6; Gen Ed Goal 4 & 6)
4. Demonstrate the use of good design and composition principles in solutions to assigned problems.
   (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)
5. Develop a sense of aesthetics, taste and proportion in relating the elements of a design.
   (Course Competencies 1 & 8; Gen Ed Goal 4 & 6)
6. Demonstrate various techniques and skills required to produce advertising designs and other graphic communications.
   (Course Competencies 1 & 8; Gen Ed Goal 4 & 6)
7. Describe and analyze advertisements for their design construction, content and context.
   (Course Competencies 1 & 8; Gen Ed Goal 4 & 6)
8. Develop skills for quick sketching and visualizing ideas and presenting them in graphic form.
   (Course Competencies 1, 2, 3 & 4; Gen Ed Goal 4, 6, 8 & 9)

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
Units of study in detail.

Unit I  Introduction to Advertising Design

The student will be able to...
- Learn brief history of advertising
  (Course Competencies 1 & 7)
- Analyze: What Makes an Ad Great
  (Course Competencies 7)
- Review the Showcase of Ads
  (Course Competencies 7)
- Identify target audiences and demographics
  (Course Competencies 1 & 7)
- Develop brand awareness strategies
  (Course Competencies 2 & 5)
- Create a brand awareness print campaign
  (Course Competencies 3, 4, 5, 6 & 8)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 1 & 7)

Unit II  Creative Thinking

The student will be able to...
- Analyze: The Big Idea
  (Course Competencies 1 & 7)
- Describe ingredients to good design
  (Course Competencies 5 & 7)
- Create a print advertising campaign within specified guidelines
  (Course Competencies 2, 3, 4, 5, 6 & 8)
- Describe different humor in advertising techniques
  (Course Competencies 1 & 7)
- Create creative thinking exercises during class
  (Course Competencies 2, 3, 4, 5, 6 & 8)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 1 & 7)

Unit III  Team Learning

The student will be able to...
- Describe various mounting and presentation techniques and demonstrate them with a project
  (Course Competencies 2, 3, 4 & 7)
- Describe the differences of various advertisements
  (Course Competencies 1 & 7)
- Conceptualize, plan and create a team campaign project
  (Course Competencies 2, 3, 4 & 6)
- Describe copywriting terminology and techniques and demonstrate them within a project
  (Course Competencies 1, 2, 6 & 8)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 1 & 7)
Unit IV  Public Service Announcements

The student will be able to…

• Identify the components of a PSA advertisement  
  (Course Competencies 1 & 7)

• Create a PSA poster for a particular social issue  
  (Course Competencies 2, 3, 4 & 8)

• Analyze and respond to PSAs created by professional advertising agencies in print,  
  web and television  
  (Course Competencies 1 & 7)

• Create a poster design using expressive typography and graphic design  
  (Course Competencies 2, 3, 4, 5, 6 & 8)

• Discuss his/her work during a critique and critically evaluate and justify his/her own  
  artistic and vocational practice  
  (Course Competencies 1 & 7)

Evaluation of student learning:

Instructional modes to be used are: Integrated lecture and laboratory, studio assignments with specifications and  
limitations set by the instructor, demonstrations by the instructor, and discussions and critiques of student work.

Lectures are often accompanied by demonstrations of techniques and examples of printed materials that cannot be  
repeated for individuals. The student is responsible for participating in classroom discussions and critiques of  
student work by including his or her work to that being discussed and evaluated. In this way the students learn the  
terms used in the field for which they are preparing. Diligent practice on assignments is essential to develop the  
skills required. Practice, in class lab and at home, will generally be visible in the work produced.

The student is responsible for his or her regular attendance, participation in classroom discussions and critiques of  
student work, and for including his or her work to be discussed and evaluated. Diligent work on assignments is  
essential.

Evaluation of progress and grades are determined by the instructor, based upon the following considerations:  
attendance, participation, and estimate of quality of class work and homework assignments (by instructor). The  
specific weight of each project is shown in the grade breakdown chart in this section.

Values of quality, aesthetics, etc., are based upon the instructor’s judgment of the work produced, the effort  
employed, and the total result achieved. To receive full credit, all assignments are due on time.  
A late assignment will be accepted one class period after due date with a reduced letter grade.

The grade of “A” will be earned by students who demonstrate mastery of the essential elements of the material  
presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at  
least 90% accuracy.

The grade of “B” will be earned by students who demonstrate more than adequate mastery of the essential  
elements of the material presented and acceptable knowledge of the course content. Achievement will be  
demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.

The grade of “C” will be earned by students who demonstrate adequate mastery of the essential elements of the  
material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at  
least 70% accuracy.

The grade of “D” is undesirable, but indicates a minimum passing of the course requirements. All of the course  
objectives must be fulfilled with at least 60% accuracy.

The grade of “F” will be earned by students who do not demonstrate achievement.
Critiques

Critiques are a vital part of learning design. There is much to be learned from reviewing the work of your colleagues: learn from their designs’ strengths and weaknesses. Critiques also provide the opportunity to put your concept into words, and to help you learn how to speak intelligently and knowledgeably about your designs. Additionally, the instructor and your classmates may bring fresh insights and perspectives to your work that provides valuable feedback.

Evaluation/Final Course Grades

The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance. Assignments and quizzes are based upon the following considerations:

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percent Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of lectures and presentations, participation with class discussions and critiques.</td>
<td>(10%)</td>
</tr>
<tr>
<td>(Course Competencies 1 &amp; 7)</td>
<td></td>
</tr>
<tr>
<td>Tests/Quizzes</td>
<td>(10%)</td>
</tr>
<tr>
<td>(Course Competencies 1 &amp; 7)</td>
<td></td>
</tr>
<tr>
<td>Project 1:</td>
<td>(20%)</td>
</tr>
<tr>
<td>(Course Competencies 2-8)</td>
<td></td>
</tr>
<tr>
<td>Project 2:</td>
<td>(20%)</td>
</tr>
<tr>
<td>(Course Competencies 2-8)</td>
<td></td>
</tr>
<tr>
<td>Project 3:</td>
<td>(20%)</td>
</tr>
<tr>
<td>(Course Competencies 2-8)</td>
<td></td>
</tr>
<tr>
<td>Project 4:</td>
<td>(20%)</td>
</tr>
<tr>
<td>(Course Competencies 2-8)</td>
<td></td>
</tr>
</tbody>
</table>

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website [http://www.mccc.edu/admissions_policies_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml).

Special Needs Accommodations:

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services. If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.