COURSE OUTLINE

Course Number: ADV202
Course Title: Advertising Design III
Credits: 3

Hours:
lecture/Lab/Other: 1 lecture/4 studio hours

Co- or Pre-requisite:
DMA 105, ADV 101, ADV 210, and ADV 202
or permission by the department coordinator

Implementation:
sem/year: 1/2016

Catalog description:
A more advanced exploration and survey of a variety of methods for presenting art, design, and photography in a professional manner. The development of visual problem-solving graphic design assignments to further enhance the student’s personal portfolios. Students will write their goals, both short and long range, and present them to the instructor. They will also present their current portfolio for a critique in class. Under the guidance of the instructor, the student will prepare individual portfolios suitable for presentation for transfer to another college or art school, presentation to a client or for a job interview.

Required texts/other materials:

• Texts: 
  Winning Portfolio for Graphic Designers, Cathi Caldwell
• Removable storage media (flash drive)
• Portfolio Case
• Design Process Sketchbook 9” x 12”
• Notepad with folder

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

Information resources:
• Digital files from the instructor’s files
• Videos, DVDs, CDs, etc as available
• Text(s) on Reserve in College Library

Other learning resources:
• Open Lab Hours

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
Course Competencies/Goals:

The student will be able to:

1. Demonstrate graphically to express a concept, specifically the development of ideas for advertising and graphic design.
   (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)
2. Create a design comprehensive in a professional manner using typography, illustrations and photographs.
   (Course Competencies 2, 3, 4 & 6; Gen Ed Goal 4 & 6)
3. Demonstrate the use of good design and composition principles of color, design, and typographical design effectively to assigned problems.
   (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)
4. 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)
5. Present work for professional presentation to a potential client or art director and be able to orally communicate rationale in class critiques.
   (Course Competencies 1 & 8; Gen Ed Goal 4 & 6)
6. Analyze advertisements for their design construction, content and context.
   (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)
7. Develop a sense of aesthetics, taste and proportion by creating original layouts within the specifications and limitations supplied.
   (Course Competencies 1, 2, 3 & 4; Gen Ed Goal 4, 6, 8 & 9)
8. Demonstrate various techniques and skills required to produce advertising designs and other graphic communications.
   (Course Competencies 1, 2, 4 & 6; Gen Ed Goal 4 & 6)
9. Create a professional portfolio to serve in the pursuit of further education or employment.
   (Course Competencies 2, 3, 4 & 6; Gen Ed Goal 4 & 6)

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     Advertising Campaign

_The student will be able to…_
  • Analyze various top advertising campaigns, their purpose, themes and demographics  
    (Course Competencies 6)
  • Demonstrate the basic formal elements of design: line, shape, color, value, texture, and format  
    (Course Competencies 1, 3 & 7)
  • Demonstrate the basic principles of design: balance, emphasis, rhythm, and unity  
    (Course Competencies 1, 3 & 7)
  • Identify and analyze target audiences and demographics  
    (Course Competencies 4 & 6)
  • Analyze current print campaigns in the media  
    (Course Competencies 4 & 6)
  • Create an advertising print campaign of three ads for a specific brand  
    (Course Competencies 2, 3, 5, 7, 8 & 9)
  • Discuss his/her work during a critique and critically evaluate and justify his/her own  
    artistic and vocational practice  
    (Course Competencies 4, 5 & 6)

Unit II     Advertisement Poster Design/Postcard

_The student will be able to…_
  • Review poster samples  
    (Course Competencies 6)
  • Develop poster solutions to graphically express concept  
    (Course Competencies 2, 3, 5 & 7)
  • Present work professionally to client  
    (Course Competencies 5 & 9)
  • Analyze various poster solutions, time periods, font choices  
    (Course Competencies 6)
  • Discuss his/her work during a critique and critically evaluate and justify his/her own  
    artistic and vocational practice  
    (Course Competencies 4, 5 & 6)

Unit III    Self Promotion Stationery/Resume

_The student will be able to…_
  • Identify key elements to a successful resume
  • Design a professional resume and personal stationery suite
  • Review writing examples, action verbs for writing an effective resume
  • Analyze various Electronic Portfolios  
    (Course Competencies 4 & 6)
  • Create a professional Portfolio for transfer or future job employment  
    (Course Competencies 2 & 8)
  • Discuss his/her work during a critique and critically evaluate and justify his/her own  
    artistic and vocational practice  
    (Course Competencies 4, 5 & 6)
Unit IV  
Team Learning: Capstone Advertising Campaign

The student will be able to…
• Analyze successful advertising campaigns by reviewing top award show winners
  (Course Competencies 6)
• Identify the components of a comprehensive advertising campaign
  (Course Competencies 4 & 6)
• Conceptualize, plan and execute a team campaign project
  (Course Competencies 1, 2, 3, 5, 8 & 9)
• Evaluate the company’s current campaign and strategize a new concept plan
  (Course Competencies 6)
• Create a complete team advertising campaign that addresses all the client’s needs from print, to online and promotional ideas
  (Course Competencies 2, 3, 5, 7 & 8)
• Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
  (Course Competencies 4, 5 & 6)

Unit V  
Portfolio and Job Preparation

The student will be able to…
• Review current professional designer’s samples: print and web based
  (Course Competencies 6)
• Create a professional portfolio of student work for transfer or job employment
  (Course Competencies 1, 2, 5, 7 & 9)
• Evaluate their personal portfolios and make revisions when necessary to develop a well-rounded presentation of their artwork
  (Course Competencies 4 & 6)
• Create a cd or website portfolio of their artwork as well as a printed one in the pursuit of further education or employment
  (Course Competencies 1, 2, 3, 5, 8 & 9)

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:

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<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percent Overall Grade</th>
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<tbody>
<tr>
<td>Attendance of lectures and presentations, participation with class discussions and critiques. (Course Competencies 1, 4, 6 &amp; 9)</td>
<td>(10%)</td>
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<tr>
<td>Project 1: (Course Competencies 2, 3, 5, 7 &amp; 8)</td>
<td>(15%)</td>
</tr>
<tr>
<td>Project 2: (Course Competencies 2, 3, 5, 7 &amp; 8)</td>
<td>(15%)</td>
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<tr>
<td>Project 3: (Course Competencies 2, 3, 5 &amp; 7)</td>
<td>(15%)</td>
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<tr>
<td>Project 4: Capstone (Course Competencies 1, 2, 3, 5 &amp; 9)</td>
<td>(30%)</td>
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<td>Project 5: (Course Competencies 1, 2, 3, 5 &amp; 8)</td>
<td>(15%)</td>
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**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).

**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.