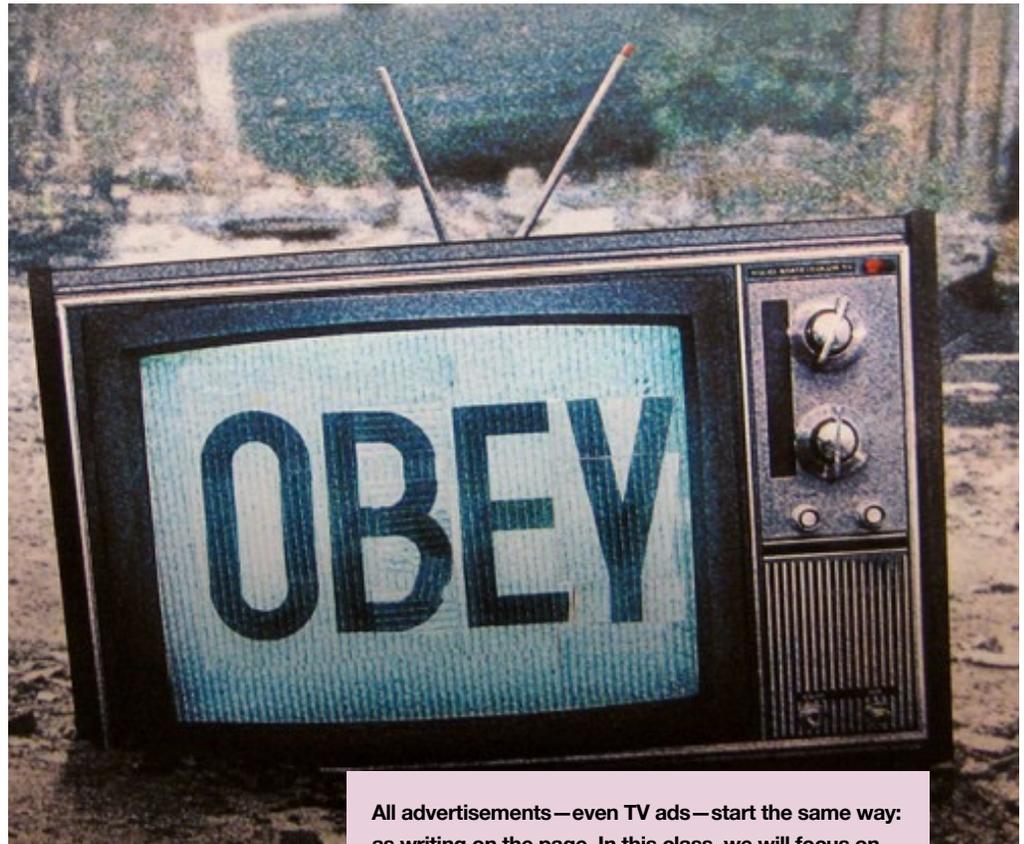


advertising writing & storytelling

JMC 20004

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Office Hours:
Monday's, 1:00 to 3:30



All advertisements—even TV ads—start the same way: as writing on the page. In this class, we will focus on both writing and producing persuasive video ads.

Course Objectives

This course teaches students to use proper grammar, usage, punctuation and style (GUPS), and has students apply a variety of writing skills to create professional video advertisements.

This course is about the basics of writing and editing. In this class we will discuss common writing mistakes and how to improve your composition skills. You will learn how to write clearly and concisely. And you will apply your newly acquired composition skills to the creation of professional advertising copy.

At the end of this course, you will be able to:

- **Demonstrate** mastery of grammar, usage, punctuation and style (GUPS) rules
- **Write** concisely and with a clear purpose
- **Differentiate** among tones and styles (persuasive, informative, etc.) associated with writing for different advertising formats and diverse ad audiences
- **Create** and revise ad content targeted to specific audiences
- **Practice** skills in ad writing, editing and revision

- **Write** for a visual advertising format—traditional and online.

You will also learn how to **produce** simple video ads in a small team project that will challenge you to **think critically and work with a team**. (Note: This is awesome.)

You will learn to **deconstruct** ads, analyzing the implicit—or unstated—meanings behind some of your favorite video advertisements.

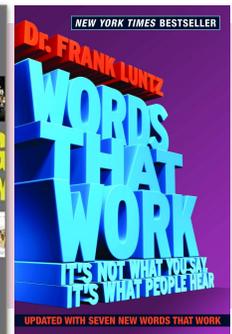
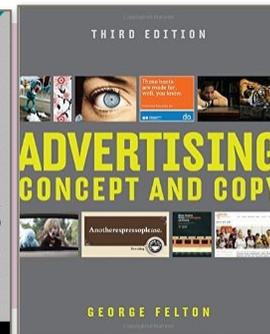
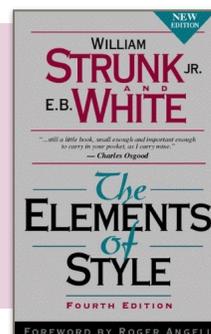
This class is ultimately designed to help you improve your writing skills and help you to think critically and creatively about advertising narratives.

Required Texts:

Strunk, W., & White, E.B. (2014). The Elements of Style.
Luntz. (2008). Words that Work.

Recommended Texts:

Felton, G. (2013). Advertising: Concept and Copy.





U.S. ad spending topped \$180 billion in 2014, according to statistica.com. The vast majority of this was spent on TV ads (\$69b) followed closely by digital ads (\$42b). In this class, you will construct video ad narratives suitable for both TV and online formats.

Course Assignments

Ad Writing and Editing (30 points)

Copy assignments are designed to get students in the habit of writing original video ads for TV and online formats, using correct GUPS, and peer reviewing and editing. All assignments will be graded based on the grading criteria listed on my rubric (see p. 10). Each student will write two thematically and conceptually related speculative (“spec”) ads for a LOCAL CLIENT of their choice.

Quizzes (40 points)

There will be five pop quizzes worth eight points each. Quizzes will be administered in class via Blackboard Learn, and will cover material discussed in the class periods leading up to the quiz, including any material (e.g., readings) due on the day of the quiz. The format is multiple choice.

Exams (90 points)

This course has two exams, each worth 45 points. Exams will be administered via Blackboard Learn and will be in multiple choice format. They will gauge your knowledge of GUPS and, secondarily, our class readings on principles of ad storytelling, consumer behavior, and related conceptual matters.

Ad Deconstruction (15 points)

Each student will select an ad of their choice to deconstruct (critically analyze) and present to the class. For this

assignment, I highly recommend students find ads that possess many implicit (unstated/hidden) meanings, symbols, and associations because these ads are engaging and easier to analyze. Students will sign up for a day to present their ads in class and will submit a one-page, single-spaced summary of their deconstruction to me immediately after presenting.

Advertising Project (50 points)

Students will work in creative teams—groups of two (or three, if necessary)—to construct a speculative promotional video (an ad of any length) for a LOCAL CLIENT of their choice. Each team will create original ad copy for their client (15 points), storyboard their concept (10 points), film and produce a rough cut of their ads (10 points), and then submit a final cut of their ads via BlackBoard Learn (25 points).

Each team will be STRONGLY ENCOURAGED to submit both ads to the Akron chapter of the American Ad Federation’s (AAF’s) ADDY competition.

Attendance & Participation (25 points)

I will take attendance at the beginning of each period. Each class is worth one attendance and participation point, although students may miss up to **two** class periods during the semester without consequence to their grade. While in class, it is critical for students to participate in discussion: be engaged, listen, and offer opinions and analysis when applicable. Note that poor participation will result in a deduction in points.

Component	Maximum Points	% of Final Grade
Writing & Editing	30 pts.	12%
Team Ad Project	50 pts.	20%
Quizzes (5)	40 pts.	16%
Exams (2)	90 pts.	36%
Ad Deconstruction	15 pts.	6%
Attendance & Participation	25 pts.	10%
TOTAL	250 pts.	100%

Note: **Grading Scale (in percentages):** F = 59.9 or below, D = 60 to 66.9, D+ = 67 to 69.9, C- = 70 to 72.9, C = 73 to 76.9, C+ = 77 to 79.9, B- = 80 to 82.9, B = 83 to 86.9, B+ = 87 to 89.9, A- = 90 to 92.9, A = 93 to 100.



Course Policies

All students should:

- Be on time for every class period.
- Stay for the entire period.
- Participate in class discussion.
- Complete ALL assigned readings before class begins.
- Complete ALL assignments by the assignment due date. *Note that I do not take late assignments. They are given an automatic "F."*
- Be courteous to others.
- Be professional.
- Ask me questions if anything—including grading policies, assignment instructions, or due dates—are unclear.

Failure to meet any of these expectations could lead to a reduction in the student's assignment/project grades or overall course grade.

Absences

It is the student's responsibility to attend all class periods. For medical absences, you **MUST** provide me written documentation from a healthcare provider excusing your absence(s). For planned absences, you must provide documentation in advance. No make-up quizzes/exams will be given except in cases of documented emergencies. If you miss class, it is your job to get lecture notes and other materials from a classmate.

Grading

It is the student's responsibility to earn his or her grade. All students are graded on the basis of their performance and ability to adhere to assignment instructions, including submission of assignments by the due date. Please contact me if you have any questions about your grades.

Due Dates

Assignment guidelines, including due dates, may change depending on the progress of the course. Ample notice will be given and students will never be penalized for changes to assignments.

Plagiarism & Cheating

The School of Journalism and Mass Communication deals in publishable works and educates its students for various aspects of publishing and other communications professions.

Within this framework, every student must be aware of the following rules and definitions while in school or on the job:

Fabrication is, in phrasing first used by the Columbia University Graduate School of Journalism, the cardinal sin. Faking quotations, faking "facts," reporting things that did not happen are not only reprehensible; they could be actionable in court.

Plagiarizing, as defined by Webster, is "to steal and pass off as one's own the ideas or words of another." It is unethical and, in cases involving creative work, usually illegal. One of the worst sins a communications practitioner may commit is to plagiarize the work of another – to steal his/her words, thought, or outline and pass them off as his/her own.

Cheating includes the submission of work in which you have received material and substantive assistance from others, or copied the work of others, when the assignment was intended to be completed by you alone.

Unless specifically designated as a group project, all assignments for this course are intended to be the result of your individual efforts.

Duplicating work is defined as submitting the same work to more than one instructor (or publication) without the prior knowledge and agreement of both.

Commission of any of these offenses while in school is grounds for disciplinary action. If the complaint is upheld, a variety of punishments may be imposed, from a reprimand to a lowered or failing grade in the course to dismissal from the university.

Please refer to Kent State University's Policy Register Section 3-01.8 regarding plagiarism - http://www2.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779

Student Accessibility

University policy 3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content.

If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.

Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

JMC Diversity Statement

The Kent State University School of Journalism and Mass Communication recognizes the importance of a **diverse faculty and student body** and embraces the concept that diversity will foster **the acknowledgement, empowerment and inclusion of any person.**

JMC teaches the history, culture, values and notable achievement of persons who represent the world's diverse community. The mission of the School is to offer a strong curriculum, enriched by a legal and ethical foundation, which recruits, retains, promotes and hires from this diverse community.

JMC believes that the highest levels of success, knowledge and progress arise when **we learn from others who are not of our own national origin, ethnicity, religion, sexual orientation, age, gender, physical and mental ability and social class.** We welcome the many opportunities to examine challenges that may arise from differences.

Notes on Requirements

Depending on your catalog year, this course may include a Grammar, Usage, and Punctuation (GUP) test. Additionally, you may also need to achieve a certain grade in the class to continue in your major.

FALL 2014 CATALOG

- Advertising majors: Need a C- in order for class to count toward graduation and to continue classes. No GUP test required.

FALL 2013 CATALOG

- Advertising/EMP majors: Need a C- in order for class to count toward graduation and to continue classes. No GUP test required.

FALL 2012 CATALOG

- Advertising/EMP majors: Need a B- in order for class to count toward graduation and to continue classes. Must pass GUP test with a minimum score of 70 percent.

FALL 2011 CATALOG

- JMC majors: Need a B- in order for class to count toward graduation and continue classes. Must pass GUP test with a min. score of 70 percent.

Core Competencies Statement

As a program accredited by the Accrediting Council for Education in Journalism and Mass Communication, we are committed to developing a curriculum designed to meet twelve professional competencies. This course, as part of a larger program, contributes to our development of:

THOUGHTFUL, PROFICIENT COMMUNICATORS...

*** write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**

*** demonstrate an understanding of the history and role of professionals and institutions in shaping communications.**

*** understand concepts and apply theories in the use and presentation of images and information.**

*** apply current tools and technologies appropriate for the communications professions in**

which they work, and to understand the digital world.

...WHO ARE CREATIVE, CRITICAL THINKERS...

*** think critically, creatively and independently.**

...TRAINED TO UNCOVER AND EVALUATE INFORMATION...

*** conduct research and evaluate information by methods appropriate to the communications professions in**

which they work.

*** 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.**

...WITHIN A LEGAL AND ETHICAL FRAMEWORK...

*** Understand and apply the principles and laws of freedom of speech and press in the United**

States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

*** demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**

...IN A DIVERSE AND GLOBAL SOCIETY.

*** 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 people and cultures and of the significance and impact of mass communications in a global society.**

Course Schedule

Date	Topic	Readings Due	Assignments Due
Week of August 29	Syllabus Review / Class Intros		
	NO CLASS		
Week of September 5	Consumer Behavior / Sign up for Ad Deconstruction Presentation Dates	Felton, Ch. 3	
	Analyzing the Marketplace, Defining Strategic Approaches	Felton, Ch. 4, 5	
Week of September 12	Telling Stories with Advertising	Felton, Ch. 7, 8	
	Parts of Speech and Fundamental Writing Concepts	Luntz, Ch. 1	
Week of September 19	Peer Editing of Copy Assignment #1		Copy Assignment #1
	Establishing Voice and Writing Well	Felton, Ch. 9, 10; Luntz, Ch. 5	
Week of September 26	Using Visual Metaphor and Telling Visual Stories	Felton, Ch. 12, 22	
	NO CLASS		

Course Schedule

Date	Topic	Readings Due	Assignments Due
Week of October 3	10 Most Common GUPS Errors		Copy Assignment #2
	Elementary Rules of Usage	S&W, Ch. 1	
Week of October 10	Exam 1		
	Storyboarding Ads / The 74h Annual Grammar Games		Group Project - Ad Copy Due
Week of October 17	Common Problems with Punctuation		
	Punctuation in Advertising / Shooting Ads / Organizing Clips and Using iMovie		
Week of October 24	Principles of Composition	S&W, Ch. 2; Luntz, Ch. 7	Group Project - Ad Storyboards Due
	Basic Editing in iMovie		
Week of October 31	A Few Matters of Form	S&W, Ch. 3; Luntz, Ch. 11	
	Political Advertising	Luntz, Ch. 8	

Course Schedule

Date	Topic	Readings Due	Assignments Due
Week of November 7	Words and Expressions Commonly Misused Editing in iMovie Pt. II	S&W, Ch. 4	
Week of November 14	An Approach to Style Consumer Involvement Theory	S&W, Ch. 5; Luntz, Ch. 12	
Week of November 21	NO CLASS NO CLASS		
Week of November 28	Exam 2 The 75th Annual Grammar Games		
Week of December 5	Class Ad Critiques In-Class Group Work Time		Team Project - Ad Rough Cuts Due
Finals Week	Team Ad Presentations - <i>FINAL DATE TO RECEIVE EXTRA CREDIT FOR SUBMISSION TO AKRON ADDYs</i>		Team Project - Final Ad Project Due (all teams)

Course Rubric

(1) Correct Grammar, Usage, Punctuation, and Style (GUPS) (25% of grade)

The work should use proper grammar, usage, punctuation, and style. When I'm grading, I will ask: Are there any glaring typos or mistakes? Are there misplaced punctuation marks? Are sentences carefully constructed? Is the work appropriate for the audience's level of comprehension? Does the piece flow or does it transition abruptly?

(2) Clear Language and Purpose (20% of grade)

Does the work begin with a clear thesis statement or clearly stated theme or purpose? Is the student's purpose clear throughout, or does the audience have to guess what the student is attempting to say? Vague language should be avoided in favor of simple and direct prose, for example: *In today's society, many of the people use Facebook* vs. *Fifty-three percent of American adults use Facebook daily*. Everything should be crystal clear.

(3) Conciseness (20% of grade)

Is the language "overwritten," meaning, does the work contain redundant words, descriptions or imagery? (Examples: absolutely essential, GOP party, local residents). Is excessive wording or phrasing used, for example, the use of "currently" to express a present state of being (*I am currently a student at Kent State* vs. *I am a student at Kent State*)? Is the language brief—yet descriptive—as possible?

(4) Depth of Critical Thinking (15% of grade)

Does the work reflect a careful process of examining various aspects of a subject below the surface-level details? For example, does the student take time to research the subject using online resources (e.g., public opinion data from Pew; online guides to the meaning of imagery)? Does the work probe into the meaning behind the subject matter or does it appear to be a loose collection of last-minute thoughts?

(5) Level of Creativity/Technical Precision (20% of grade)

How closely does the work follow technical guidelines (e.g., APA-style, C.R.A.P. design), if applicable? Is the work unique and professional? Does it express novel arguments, conclusions, or concepts, or does it recycle old ideas?

Comments:

Total Score: