



ADV4930 - Special Study In Advertising: Break The Internet
Section: 05EG
Room: WEIM2050
Time: T | Period 06 (12:50 PM - 1:40 PM)
R | Period 6-7 (12:50 PM - 2:45 PM)
Instructor: Bienvenido Torres III (Benny)

DESCRIPTION

This course will tackle how to use all things Internet, digital, mobile, gaming, and social to inspire and host creative ideas. They'll usually be "advertising" - but we'll stretch the definition of an "ad" in this class. While no one has completely cracked this yet - in this course we'll try our damndest. We'll explore examples of digital done right, try to understand what made them great, then challenge ourselves to create things that feel digitally "right" as well. By the end of this course you should have a sense for what's a good (and bad!) digital idea, how to talk about digital ideas in your portfolios and interviews without sounding like a dummy, and how to actually start making digital stuff that makes sense yourself.

PREREQUISITE.

3JM ADV.

OBJECTIVES.

- Create never-before-seen “digitally powered” projects through experimentation and collaboration
- Learn how to create strategic, memorable and persuasive digital ideas
- Foster the ability to “reverse engineer” digital experiences and improve on them
- See the “digital potential” in any idea and know how to express it
- Gain new insights into the digital creative process that will be usable across industry
- Enhance ability to generate ideas individually and as part of a team
- Learn some basics of digital media
- Express digital ideas in a way that’s easy to understand and can be sold to clients
- Constructively evaluate your own work and the work of others in the class

REQUIRED MATERIALS.

By the end of the second week, you will need to have:

1. A Jump Drive (a big one to carry around your work from home to lab to laptop).
2. Joined the class Facebook group.
3. A computer with an Internet connection of some sort.
4. A modern Android/Apple/Windows smartphone/tablet.

RECOMMENDED ONLINE REFERENCES:

Get in the habit of looking at digital stuff all around you and trying to figure out what made them tick (or whatever digital things do... boop? blip? buzz?) Here are some recommended resources for that - there are plenty more (and seriously, look at the world around you - learn how to screen cap your phone and your computer - take tons of pictures - bring in everything and anything).

DIGITAL RESOURCES.

It’s 2016. There are all sorts of tools out there to help you do/learn great creative work. I’ll go over some of them in class. You’ll bring some to class for the benefit of everyone. We’ll learn together.

HOMEWORK: ONE “CASE STUDY” A WEEK.

There will be a standing homework assignment to bring in one digital thing a week. This doesn’t mean just submit it. This means think critically about why it worked and be ready to present your findings to the class (format for this will be shown week 1). Presentation and participation points will be given based on these case studies - so just because you’re not presenting doesn’t mean you shouldn’t/don’t have an opinion.

THE “DO NOW.”

Every class we’ll start with the “Do Now.” The “Do Now” will be a quick digital assignment to get our brains working and keep us thinking on our feet. The “Do Now” will be a “pass/fail” assignment. If you’re here for it and you put effort into it - you get credit. If you don’t, you won’t.



COMPELLING EXECUTION.

You're expected to execute and express your ideas in a way that doesn't turn people off or drive away users. This means you'll have flexibility in the tools you use. This also means that the standard for ANY assignment is going to be whether or not the execution gets in the way of the idea. While it's not mandatory that you code, design, etc., there are enough tools out there that you should be able to figure out how to get your point across in a tangible way. Work with each other - collaborate.

ROLLING WITH THE PUNCHES.

Advertising/Creative/Digital is a dynamic business - there's always something unexpected around the corner. Be prepared to think on your feet and improvise when/if required. The course schedule won't change drastically (if at all), but things might be swapped around depending on where we're at.

GUEST LECTURERS.

There may be guest lecturers on various subjects. You'll be expected to pay attention/learn and implement their lessons to your work.

ATTENTION EXPECTATIONS.

I hate meetings where people are on their phones, on their laptops, or otherwise not engaged. This isn't the way we improve as creatives. I hate it at work, I hate it in class. Don't do it.

GRADE SCALE.

- 1 (60%) - Destructive
- 2 (65%) - No idea
- 3 (70%) - Invisible
- 4 (75%) - I don't know what this brand stands for
- 5 (80%) - I understand the brands purpose
- 6 (85%) - An intelligent idea
- 7 (90%) - An inspiring, beautifully crafted idea
- 8 (95%) - Changes the way people think and feel
- 9 - Changes the way people live
- 10 - Changes the world.

HOW GRADES ARE MADE.

10% - Attendance/Critiques/Participation/Do Now

10% - 10 Case Studies

80% - 8 projects, 10 points each, can be combined)

1. Make Something Famous (non-local)
2. Make Something Famous At UF (local)
3. Make Yourself Famous
4. Make A Cause Famous (AS YOURSELF)
5. Add digital to an Iconic 1960s Campaign (client assigned)
6. Bring me a gaming idea
7. Pitch me a Branded Experience (client-assigned)
8. Pitch me your app idea



OTHER GRADING FACTORS.

I will also take into account attitude, behavior, effort and the like in your final grade (the intangibles). No one wants to work with an awesome creative mind who is terrible to work with. This may result in a higher or lower grade.

PROJECT GRADING CRITERIA.

Research/Strategy.

Do you have the requisite knowledge/insight in the area/medium you're exploring? Have you learned about your user, what motivates them and what doesn't? Do you have sources or convincing anecdotes? How will you use media to get your message across? Should you use alternative media?

Concept/Newness.

Is your idea fresh? Extendible? Effective? Is it appropriate for the medium/audience?

Presentation.

Were you professional, organized, enthusiastic, thorough, clear and compelling?

Craft / Execution.

Is your project well designed given the medium? Is your body copy tight, memorable and evocative? Do the layout and copy work well together? Is the material presentation of your work attractive? Does the typography work? Are your visuals appropriate and arresting? Is it easier to use?

Originality.

Do we want to run down the hall and show your work to every person we see?

Can you create a unique, interesting way of looking at the product or service, so that people actually want to hear what you have to say about it?

Collaboration / Critique.

Are you adding to other's ideas. Are you bringing your perspective and forming it?

Effectiveness.

Did it work? Did you attract users/likes/action?

CRITIQUES.

Creativity is subjective. In this spirit, I'll include student critiques at every review and presentation. You will be selected to join me in a critique without any warning. At least one student critic will be a part of each individual review/presentation. They must critique the work presented. Others in the class will be invited to critique depending on time - this will also affect your final "critique" grade.

Critiques aren't meant to hurt; they're meant to help you learn and progress. The people who do the best work solicit criticism, resulting in a better product. If you hide from criticism or refuse to respond to it, your work cannot improve. Every one of you will get feedback on every piece of work you do in this class. It may come from your instructor or from your peers. Welcome it. It's necessary to be creative.



LATE POLICY.

We are all late from time to time, but now is the time to get used to getting to meetings (class) on time. The “Do Now” will be presented 5 minutes after class starts. If you’re not there for the “Do Now,” you miss out on those points. General rule of thumb is 5 minutes is annoying, but okay. 15 minutes you may as well have missed the meeting. I reserve the right to take off points if you come in late, threw your homework together before class or were working on it prior to your presentation. If you come to class more than 30 minutes late, you will not be counted as having attended class that day. Regardless of the technical aspects, it is just rude.

ABSENCES & LATE WORK.

There is a high correlation between regular class attendance and the best grades. I reserve the right to reduce your final grade 1/2 letter grade for each unexcused absence after one. An absence is excused for urgent personal / family health conditions certified by a physician / counselor, religious holiday, certified University business or participation in a University sporting event or certified military obligation.

Please do not schedule non-urgent doctor’s appointments (dental check-up, physicals, etc.) during class time, as these will not be excused. Your participation is necessary for success in this class.

Makeup work for excused absences will be due the next class or lab period. If you missed class and it was excused, it is your responsibility to ask for any assignments, handouts, etc. in the following class period.

You may miss a class meeting (class or lab) once without an explanation (without credit). Notify me before. I will not review material that has already been covered in class. If you choose to miss class, acquire the missed handouts, notes and / or explanations of missed material from your classmates.

Throughout the semester, there will be homework, presentations and other tasks allowing you to create original concepts. With that, keep in mind the deadlines. An in-class assignment due to an unexcused absence or not having your materials on the due date / time, credit will not count. You may not present an in-class assignment ahead of time in lab. You must be physically present to present your ads in lab.

Homework can be turned in early, but not late. Late work will not be accepted. Many students have experienced computer errors in turning in their assignments. It is a great idea to turn in your work during normal business hours. If you should have a problem, you will be able to contact the UF Computing Helpdesk (392-HELP) to help you with turning in the assignment.

STUDENTS WITH DISABILITIES.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students will provide documentation of the student who must then provide this documentation to the instructor when requesting accommodations. If you have a disability, you’ll need to make an appointment with me to discuss your accommodations. Don’t try to throw me your disability letter and run! If your disability requires special testing arrangements (eg., extra time, quiet



environment), you will be taking your exams at the disability office and not in the building. You will also need to keep track of the appropriate paperwork for this.

THE HONOR CODE.

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University Community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida community, pledge and hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261. You can review UF’s academic honesty guidelines in detail at: www.dso.ufl.edu/judicial/procedures/honesty-bruchure.php.

COURSE SCHEDULE.

THIS IS YOUR BRAIN ON DIGITAL (1/4 -2/1)

- ⇒ Intro. Me. I hate banner ads.
- ⇒ Digital Behavior (mining for insights from people)
- ⇒ Brainstorming for digital (Alchemy)
- ⇒ Collaborations/Combinations (mining ideas from left field)
- ⇒ Unpacking digital ideas (mining for insights from ideas)

THIS IS MY RIFLE, THIS IS MY GUN (2/1 - 2/26)

- ⇒ Let’s Talk Social
- ⇒ Apps + Adding Value To Life
- ⇒ Analog Ideas > Digital Ideas
- ⇒ Teach me something/Bring something new

THE REAL WORLD, WITH MONEY (3/7 - END)

- ⇒ Gamification
- ⇒ Selling Pitchable Ideas
- ⇒ Doing more with less?
- ⇒ How to talk digital to dummies

