

ADVANCED ADVERTISING CREATIVITY

COURSE: THIRD

SEMESTER: FIRST

TYPE: OPTIONAL

CREDITS: 6

LANGUAGE: ENGLISH

SENIOR LECTURER: Albert Sánchez

GOALS:

This course is designed to teach students several theoretical and methodological frameworks that complement their knowledge of creativity in advertising. The course offers students the opportunity to learn various techniques to enhance creativity, develop a comprehensive range of creative and transferable skills, acquire competencies to develop effective advertising strategies, and identify market opportunities.

The course includes lectures and discussions, as well as learning techniques that are meant to facilitate the exploration of creative strategy and research in advertising. Students are encouraged to develop an enquiring approach towards this course based on extensive individual research and analysis.

SKILLS:

BASIC

- Students will be able to collect and interpret relevant data (appropriate to their discipline) in order to critically evaluate arguments and evidence, including reflection on social, scientific and ethical issues.

GENERAL

- To develop linguistic skills and be able to express yourself accurately and effectively in different oral and written communicative situations, both orally and in written form, in their own community languages and in English.
- To design and develop new ideas and projects using innovative concepts and methods.

SPECIFIC SKILLS

- To design, plan, and manage corporate identities, along with the graphic and visual elements needed in marketing and advertising campaigns.

LEARNING OUTCOMES

- Creatively shape your message in specific advertising sectors.
- Evaluate new advertising media, like Digital Signage.

CONTENT:

1 . On creativity

- Definitions and theories
- Looking for our own creativity
- Testing our creativity
- Borrowing and adaptation
- How to build up your creative muscles

2 . The creative class

- Class
- Spirit
- Myths and misconceptions
- Dimensions
- Creativity vs. Organization
- Management of creativity

2. The city is important

- The importance of location
- Building creative communities
- Brain drain

2) Let's get creative!

- Activities to spur creativity
- Brainstorming

- Mental Map
- Empathy Map
- Visualization techniques
- ZiZoZi

3) A framework for creative performance

- DreamTeam (Pricken 2008)
- More than 30 ideas to communicate
- The use of humour
- Classic creative techniques

4) Digital Signage

- Designing it
- Making it effective

5) Like, share and create

- Writing for Google: SEO
- Writing for Google: SEM
- Facebook and Instagram ads

6) Stereotypes on gender, race and minorities

- Advertising from a feminist perspective
- The objectification of the female body
- Reinforcement of gender stereotypes

- Race
- LGBTIQ

EVALUATION SYSTEM:

The evaluation system is made of with two parts:

- 2 exams, which might be retaken if failed during the *complementarias* week.
- 6 practical activities: 5 short assignments and 1 final project.

In the table below you will find all the dates of the assignments:

Week	Date	Assignment	% of the final mark	Units
5 th	26/10/2018	Short Assignment 1	5%	1, 2, 3, 4
6 th	30/10/2018	Exam 1	25%	1, 2, 3, 4
9 th	20/11/2018	Short Assignment 2	5%	6
10 th	30/11/2018	Short Assignment 3	5%	5
11 th	04/12/2018	Short Assignment 4	5%	7
12 th	14/12/2018	Assignment 5	5%	8
13 th	18/12/2018	Exam 2	25%	1, 2, 3, 4, 5, 6, 7, 8
15 th	18/01/2019	Final Campaign	25%	1, 2, 3, 4, 5, 6, 7, 8
16 th	22/01/2019 (<i>complementarias</i>)	Exam 1 and Exam 2 retake	25% and 25%	1, 2, 3, 4, 5, 6, 7, 8

Keep in mind that the course is designed to encourage active learning and participation in class and your attitude towards the course is vital. So, the

lecturer will **add or subtract up to 1 point** of the final mark based on student's **participation, discussion and argumentation** in class.

Every **grammar and spelling mistake** will **subtract 0,1 points** in the assignments and in the final campaign.

Since the course is designed to encourage students' active learning, the two exams will not assess memory. Both exams are designed to spur argumentation, critical thinking and creativity. That is why students **can bring all the course material they find necessary** with them. However, the lecturer may indicate some restrictions before the exam is held.

Late handing in of assessments is penalized with 50% of the mark, i.e., the maximum mark the student can get in that assessment will be a 5. Late handings will only be accepted during **the next 48h** of the deadline, after that period the assessment will automatically be scored with a 0.

You **need a 5** in order to pass the course.

Only exams can be retaken during *complementarias* weeks. **Only students that failed them may retake them**, except if he or she failed them because of copy.

It is completely forbidden to copy or to plagiarise during an exam or an assessment. Students are expected to be honest with their work. Everyone has strengths and weaknesses. It makes no sense copying even a tiny part of an assessment since you come to the university to learn and become a professional, not to become a thief or an impersonator. That is why **any copy will be punished with a 0** in the exam or assessment. If the student is caught during the exam, he or she will be immediately expelled. Moreover, **the facilitator** (the person that allowed another person to copy his or her personal work) **will also be punished with a 0** in the exam or assessment. Any exam failed because of copy **cannot be retaken**, since it is a serious violation of professional ethics.

METHODOLOGY:

The lessons are based on **active learning**, which means the student has a leading role in the class. This also means that students are expected to **do the readings** and **prepare** the materials required for every session. Without the involvement of the students, the lesson will not work. Moreover, students are highly encouraged to think on their own and add different arguments to the lessons. You are expected to **think critically** or at least try.

In exchange, you may expect a **fun, friendly and non-hierarchical environment** in the classes. I apply **cooperation strategies** during the lessons, which include games and team building.

Sessions on **Tuesday** will be more focused on **theory and discussion**, while sessions on **Friday** will be devoted to **practice and work in class**.

RULES:

As stated in the School's rules, a **minimum of 80% of assistance** is compulsory in order to be eligible **to take the exams**. This means that there will be no problem if you assist to 13 sessions for groups A and C, and 12 for group B. Students that arrive late are encouraged to come into the class. However, please try not to disturb. Come in quietly and make the most of the rest of the lesson.

A student's absence must be **justified within the next 2 weeks after the absence**. Properly justified absences will count as attended sessions. However, students are encouraged to **previously share** with the lecturer any planned or expected absence in order to find an agreed solution. **There are almost always solutions to everything**.

Regarding **mobile phones, smart watches** and other 21st century gadgets that get our attention, the lecturer will be strict. Their use is **not allowed in class** if the lecturer does not say the opposite. If you are expecting an important call or an emergency breaks, please tell the lecturer as soon as possible (preferably before the class starts). I work with adults that want to become professionals in their field, so a minimum of concentration and attention are required. Being focused on the task for two hours should not be

a problem for any professional. **The lecturer will confiscate** any of these gadgets when their use is not allowed. This will be just a way of helping you to avoid useless and unproductive distractions. Do not forget to ask for your gadget at the end of the lesson to the lecturer.

Respect is crucial in any social group. I **will not admit any kind of discrimination** in class, nor will I admit any **insult or aggression**. In order to have a vibrant lesson and exchange of ideas, students are expected to respect their turns in the debates. Talk freely, but try to avoid *tertulia*-style exchanges where everybody shouts at the same time.

BIBLIOGRAPHY:

BASIC

- Drewniany, Bonnie L., and A. Jerome. Jewler. 2013. *Creative Strategy in Advertising*. 11th ed. Thomson/Wadsworth.
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- Pricken, Mario 2008. *Creative Advertising : Ideas and Techniques from the World's Best Campaigns*. 2nd ed. Singapore: Thames & Hudson.

COMPLEMENTARY

- Brynteson, Richard. 2013. Innovation at Work : 55 Activities to Spark Your Team's Creativity. AMACOM, American Management Association.
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- Harris, Patrick. 2009. The Truth about Creativity. Pearson Prentice Hall Business. <https://bluebottlebiz.com/resource/the-truth-about-creativity>.
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- Levesque, Lynne C. 2011. Breakthrough Creativity: Achieving Top Performance Using the Eight Creative. Nicholas Brealey.
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*Weekly assigned readings will be uploaded by the lecturer periodically into
the campus.*