

**ADVERTISING CREATIVE  
-or better yet-  
CREATIVE ADVERTISING**

According to Forbes, we see between 4,000 and 10,000 ads each day. Not many of them are relatable or engaging or fun or human or good in any way. But they're all made by people. Actual human people with pretty good-paying jobs, all the way up to great-paying jobs.

In this class, we're going to learn how to be not just one of those people. But how to be one of those people making the <5% of ads out there that people actually like, that work, that get talked about, and that can make you - and your friends and family - proud you're in the business of creative advertising.

**WELCOME TO YOUR NEW AD AGENCY**

This will be a class, yes. We'll have some talks on topics like how to tell the truth as a brand, creative strategy, copywriting, art direction, how to generate a ton of ideas, etc.

But like a functioning creative department at a great agency, we're not just talking about theories. We're all going to be generating ideas. Talking about them. Giving smart honest feedback. Taking that feedback to push our ideas further. Being brave. And making something cool and loveable out of nothing at all.

**YEAH BUT WHAT ARE WE GONNA DO?**

We're going to work on tapping into our creativity.

Pushing past the obvious and uninteresting to make the creative choice.

Telling the truth.

Connecting that truth about a brand to communications people actually enjoy.

Discovering that we are an un-dry-able well of creative ideas that can keep going and going.

Putting ourselves - and our naked ideas - out there.

Going beyond the ask.

Bringing joy to our work.

Working with a partner to get to a better place than we could on our own.

Presenting our ideas confidently.

Resetting our expectations of what advertising can be.

Infusing a creative mindset to everything we do and any job we take, no matter what field we go into.

## COURSE INFO

Tuesday & Thursday 9:30-10:45

Classroom - Curtis Media Center Room 0002

There may be times we need to meet remotely on Zoom. Details to follow as needed

Office hours by appointment - just reach out and we'll find a time

## INSTRUCTOR

MITCH BENNETT

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## READING IS FOR AD NERDS

REQUIRED READING:

We're going to go with THE book on creative advertising, [Hey Whipple, Squeeze This Sixth Edition](#) by Luke Sullivan. It's less than \$20 on Amazon. We'll assign chapters, but I recommend just straight up reading the whole thing\* because it's delightful and non-textbooky. Kinda like the work we're going to create in this class.

*\*Ok, the formerly funny Preface hasn't aged well so you might want to skip that and start with the Foreword, and then chapter 1.*

SUGGESTED NEW HOME PAGE:

Stay up to date on all the best creative advertising as it comes out, along with great articles and opinions by setting your home page to [Muse by Clio](#). They also have a podcast called [Tagline](#) that tells the behind-the-scenes stories of some of the best campaigns of all time. We'll listen to a few particular episodes, but there are no duds.

ONLINE RESOURCES:

Award Shows: [Clio Awards](#) [One Show](#) [D&AD](#) [Cannes Lions](#) [Communication Arts](#)

Ad news sites: [Creativity](#) [Adage](#) [Adweek](#) [Campaign US](#)

## EVALUATING WORK

Creativity is subjective, and ideas about what is “good work” vary from one person to another. Grading subjective material is always challenging, so remember that this is a class about discovering new ideas and innovative thinking. Real insight into thinking creatively will represent the highest evaluations. A sincere attempt to learn the material, timely response to assignments, and professional presentation will certainly receive a passing grade, but be prepared to be pushed beyond the obvious solutions. An A grade has a sense of delight and new thinking. Those participants who respond to feedback and use it to improve the work will perform better on evaluations than those who choose the safe answers to each problem. The grading rubric for assignments will always include an Innovation element, as does the grade for class activity.

<b>Grade</b>	<b>Minimum Percentage Required</b>
A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D+	67
D	63
F	62 and below

## Course Objectives

This course will provide you with exercises for looking at creative advertising from a fresh perspective. Lectures, readings, resources, and guest speakers will expose you to the conversations taking place in and about current ad agency creative departments, branding agencies and brand-side marketing departments. Individual assignments and projects will mimic the kind of concept work done for major brands and will give you a realistic understanding of the tools you need to be a top performer in the creative industry.

## Course Format

You will do both individual work and group work throughout the semester, giving you the chance to show your own creative approach and demonstrate your leadership in the creative process.

### **Assignments**

This class is about getting the chance to stretch your creative wings. We are not going to just talk about creative work others do, we're going to produce creative work. Every assignment will require you to be flexible and open to many possible solutions.

All assignments will be presented professionally. Each assignment will have a specific delivery format and instructions must be followed closely to avoid losing points. Pay close attention to assignment parameters. Late assignments will only be accepted with medical excuses or family emergencies. Vacations, interviews, personal time, and travel are not excuses for late work. Deadlines are part of the reality of advertising and must be observed during this course in the same manner a job would require.

### **Innovation**

The most difficult part of doing creative work is breaking through the expected solutions. A creative brief will contain the basics on what the client needs. Finding new ways to tackle the challenges in a brief is where the innovation portion of this class occurs. You will be evaluated in every assignment on this component.

### **Evaluations**

Your grade will result from the following:

Project 1	10%
Project 2	15%
Mid Term Exam	20%
Project 3	15%
Final Project for Exam	30%
Participation & Attendance	10%

### **Seeking Help**

If you need individual assistance, please let me know right away. I'm here to help.

## THE SCHEDULE

Here's a rough outline of how things will go. Things will certainly change, and I'll update this document accordingly. Plan to have a reading plus a creative assignment that will take hours a week. I wish it could be faster, but getting to the smart strategies, good ideas, clever headlines, and non-suckiness takes time. Plus it's really fun if you're doing it right.

### WEEK 1 / Unlearning the horrible thing we think of when we think advertising

#### Tues Aug 16

In class: Let's get to know each other, because we're going to be working closely and sharing creative ideas. We'll go over the syllabus, and then jump into some examples of the type of work we can aspire to.

Lesson: Advertising sucks, but it doesn't have to

Assignment: Watch the documentary [Art & Copy](#)

#### Thurs Aug 18

Lesson: What makes a creative a creative?

In class: We'll talk about the types of jobs in advertising and how creativity applies to each.

Assignment: Find a bad ad to talk about next class. This is the start of PROJECT 1  
Watch [How to Build Your Creative Confidence](#) TED Talk by David Kelley  
Read the Foreword and Chapter 1 of Hey Whipple  
Listen to the "[Like a Girl](#)" episode of Tagline

### WEEK 2 / Authenticity - Every great campaign starts with a true, true truth

#### Tues Aug 23

Lesson: Authenticity  
We'll look at how gross it feels when a brand tries to lie to us, or to pretend the world works in a way it doesn't. And how to harness a real truth to inspire our big idea.

In-class: Discussion of our bad ads

Assignment: PROJECT 1: Find at least 10 truths for the brand you shared. And also for a brand you love. Don't stop at 1 truth. Come at it many ways.  
Read Chapter 2 of Whipple  
Listen to the "[Most Interesting Man in the World](#)" episode of Tagline

**Thurs Aug 25**

In-class: We'll talk about our truths, and pick one to work on to write a creative brief next week

Assignment: Read Chapter 3 of Whipple  
Work on PROJECT 1

**WEEK 3 / Strategy: What on earth are we talking about and why?**

**Tues Aug 30**

Lesson: Strategy & Creative Briefs

In Class: Final Group Formation. We're gonna need team names, y'all.

Assignment: PROJECT 1: Write a strategy for your brand. Write several, actually, as many as you can think of that are true, and we'll discuss Thursday.

**Thurs Sept 1**

In Class: Group Project Briefing. We'll also work on our PROJECT 1 strategies and make them better and truthier.

Assignment: Work on 5Cs for FINAL PROJECT  
Work on PROJECT 1  
Read Chapter 4-6 of Whipple

**WEEK 4 / Copywriting: Saying things worth hearing**

**Tues Sept 6 - NO CLASS**

Assignment: Work on 5Cs for FINAL PROJECT

**Thurs Sept 8**

Lesson: Copywriting

In class: Headline exercise

Assignment: PROJECT 1: Write at least 5 Out of Home ads based on your strategy.  
Work on 5Cs for FINAL PROJECT

**WEEK 5 / Tension & Conflict: Life's no fun without our Vaders**

**Tues Sept 13**

Lesson: Finding the tension

In Class: Keep working on your 10 Out of Home ads. Remember they

should be based on your strategy. We'll give feedback and help you improve them or write newer, gooder ones. This is also a great time to see if there's a campaignable idea that can become bigger than your OOH ads. Does your idea lead you to ideas for social posts, video ideas, digital ideas, stunts, technology ideas?

Assignment: Read Chapter 7 of Whipple  
Work on PROJECT 1  
Work on 5Cs for FINAL PROJECT

### **Thurs Sept 15**

In Class: Present 5Cs for FINAL PROJECT  
Assignment: FINAL PROJECT 5Cs due in Sakai by EOD 9/15  
Keep pushing your ideas and get ready to present PROJECT 1 next week  
Read Chapter 8 and 9 of Whipple

### **WEEK 6 / Audio: May I kindly slip into your brain and make a cool little mind video?**

### **Tues Sept 20**

In Class: Present PROJECT 1  
Assignment: Turn in PROJECT 1 due in Sakai by EOD 9/20  
Work on FINAL PROJECT Strategy  
Read Chapter 10 of Whipple

### **Thurs Sept 22**

Lesson: Radio & Audio  
In Class: Brief PROJECT 2  
Assignment: Work on PROJECT 2  
Work on FINAL PROJECT Strategy

### **WEEK 7 / Art Direction: Because chances are you aren't reading all these boring words anyway.**

### **Tues Sept 27**

Lesson: Art Direction  
In-Class: Review for MID-TERM EXAM  
Assignment: Work on PROJECT 2

### **Thurs Sept 29**

In-Class: MID-TERM EXAM  
Assignment: Work on PROJECT 2  
Work on FINAL PROJECT Strategy  
Read Chapter 11 of Whipple

**WEEK 8 / Creative Process: You don't have to be a magical super-talented creature to have big ideas, and lots of them.**

**Tues Oct 4**

Lesson: How to have ideas  
In-Class: We'll try some idea generating tricks  
Assignment: Read Will Benham's [The Little Brainstorm Book](#)  
Read Chapter 12 of Whipple  
Work on PROJECT 2

**Thurs Oct 6**

Lesson: Creative Platforms & Manifestos  
In-Class: Work on FINAL PROJECT Strategy. (It's due on the 13th.)  
Assignment: Work on PROJECT 2. Refine your strategy and try writing manifestos about your best ideas. (It's due the 11th)

**WEEK 9 / Social & Tech: It's more fun when everyone is invited to play**

**Tues Oct 11**

Lesson: Social & Technology ideas  
In-Class: Turn in PROJECT 2. We'll brief PROJECT 3.  
Assignment: Read Chapter 12 and 13 of Whipple  
Work on PROJECT 3  
Finish FINAL PROJECT Strategy

**Thurs Oct 13**

In-Class: Possible guest. FINAL PROJECT Strategy is due by EOD.  
Assignment: Work on PROJECT 3  
Read Chapter 14 of Whipple



**WEEK 10 / Branded Content: Where brands and entertainment are the same thing**

**Tues Oct 18**

Lesson: Branded Content

Assignment: Work on PROJECT 3  
Read Chapter 15 of Whipple

**Thurs Oct 20**

No class - FALL BREAK

**WEEK 11 / Don't do an ad, do something interesting / Acts not ads**

**Tues Oct 25**

Lesson: Do Invite Capture Share

In-Class: What can your brand DO not just say?

Assignment: Work on PROJECT 3  
Work on FINAL PROJECT Creative Solution

**Thurs Oct 27**

In-Class: Work on FINAL PROJECT Creative Solution with your team.

Assignment: Work on PROJECT 3  
Work on FINAL PROJECT Creative Solution

**WEEK 12 / PRESENTATION: THE ART OF THE DECK AND MOVING OUR WEIRD HUMAN BODIES AROUND IN FRONT OF OTHERS**

**Tues Nov 1:**

Lesson: Presenting

Assignment: Work on PROJECT 3  
Work on FINAL PROJECT Creative Solution

**Thurs Nov 3:**

In-Class: Present FINAL PROJECT Creative Solution with your team. Be sure to turn it in by EOD on Sakai.

Assignment: Jeez let's take a break. But keep your projects floating around in your head. Sometimes the best ideas come when you let them percolate.

**WEEK 13 / Production: How to make stuff.**

**Tues Nov 8**

Lesson: Production

In Class: Work on your FINAL PROJECT with your team. It should be coming together as a story now. Figure out how your story will unfold slide by slide, where the Problem, 5Cs, Strategy, and Creative Solution all flow together and make perfect sense. Our presentations can be as fun and creative as our actual ads.

Assignment: Work on FINAL PROJECT  
Work on PROJECT 3

**Thurs Nov 10**

In Class: PROJECT 3 due to Sakai. A few lucky randomly selected people will present, and we'll talk more about presenting.

Assignment: Work on FINAL PROJECT

**WEEK 14 / Getting ready**

**Tues Nov 15**

In Class: Work on FINAL PROJECT

Assignment: Work on FINAL PROJECT

**Thurs Nov 17**

In Class: Work on FINAL PROJECT

Assignment: Work on FINAL PROJECT

**WEEK 15 / Pitch mode**

**Tues Nov 22**

In Class: Work on FINAL PROJECT

Assignment: Work on FINAL PROJECT

**Thurs Nov 24**

No class - THANKSGIVING BREAK

**WEEK 15 / Where did the time go?**

**Tues Nov 29**

In Class: Best of Semester, Drawing for order

Assignment: Prepare for Final Presentation Exam

**Thurs Dec 1**

Reading Day

**WEEK 16 / The Pitch!**

**Tues Dec 6 at 8AM**

In Class: Final Exam Presentations

Assignment: Keep in touch!

## Accreditation

The Hussman School of Journalism and Media's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them [here](#).

## ATTENDANCE:

University Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

## Class Policy:

Attendance is mandatory. As this is a class that is rooted in participation and attendance, we will require attendance. If you need to miss for any reason, please communicate with me for approval before class or within 24 hours. Excessive unexcused absences (3 classes or more) will result in a lowering of ½ of final grade (A to A- for example). Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

(source: <http://catalog.unc.edu/policies-procedures/attendance-grading-examination/>)

Spring 2022 Course Delivery: As long as it is possible to do so safely, we will meet in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

## HONOR CODE

I expect that each student will conduct himself or herself or themselves within the guidelines of the University honor system (<http://honor.unc.edu>). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please see the course instructor or Senior Associate Dean C. A. Tuggle, or you may speak with a representative of the Student Attorney Office or the Office of the Dean of Students.

## Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### **ARS**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu).

(source: <https://ars.unc.edu/faculty-staff/syllabus-statement>)

### **Counseling and Psychological Services**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

### **TITLE IX**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – [titleixcoordinator@unc.edu](mailto:titleixcoordinator@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators ([gvsc@unc.edu](mailto:gvsc@unc.edu); confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

## **POLICY ON NON-DISCRIMINATION**

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's [Policy Statement on Non-Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at [safe.unc.edu](https://safe.unc.edu)) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at <https://eoc.unc.edu/report-an-incident/>.

## **DIVERSITY STATEMENT**

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harrassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

## **MASK USE**

Below is information on key areas related to COVID-19, and more details are available at [Carolina Together](#). As we have done in previous semesters, we will continue to monitor the current conditions and make changes to our standards if necessary.

### Masking

- Masks continue to be encouraged yet optional in all University buildings.
- Masks are required in health care settings, including UNC Health, Campus Health, the Employee Occupational Health Clinic, the Student Stores Pharmacy and any other patient clinics or clinical simulation areas on campus.
- Masks are also required on university transit services like P2P and Safe Ride, and on Chapel Hill Transit.

- We will continue to follow UNC System guidance on masking policies as well as all state and county guidelines on masking.

If you choose to wear a mask, we recommend choosing one that is comfortable and fits well. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice. Conversely, students, faculty and staff should not be penalized if they do not wear a mask in their classroom or office setting where it is now optional.

### **SPECIAL ACCOMMODATIONS**

If you require special accommodations to attend or participate in this course, please reach out as soon as possible. If you need information about disabilities visit the Accessibility Services website at <https://accessibility.unc.edu/>