



MWF 9:20AM – 10:10AM

OVERVIEW

This course will teach you to be a better writer, with a focus on the art of copywriting. Through a series of short lessons, in-class exercises, and creativity-building assignments, you'll be challenged to improve your writing skills.

You'll also gain an understanding on how to solve problems creatively, an essential skill for whatever field of work you pursue.

In this class, you will learn by doing. While there will be no written tests, every class will test your creativity, your thinking, and your writing skills.

YOU WILL LEARN:

- How to be a strategically creative thinker and a better writer.
- How to craft words and phrases for taglines, headlines, body copy and more.
- How to write across multiple media platforms.
- How to approach problems creatively from a multitude of angles.
- How to raise the creative bar, think on your feet, and present your ideas.
- How to take – and give – creative feedback.
- How to write ads worthy of your portfolio (and how to identify ads that aren't).

ABOUT ME

I'm an advertising agency veteran, originally a copywriter and most recently an Executive Vice President and Group Creative Director at FCB Chicago. Throughout my career, I've been the creative lead on accounts including Coors Light, Miller Lite, KFC, Kraft Foods, Cadbury Beverages, Blue Cross & Blue Shield and SC Johnson. Over the years, my work has been recognized by the One Show, Cannes Lions, Radio Mercury, Clio, Addy Gold, D&AD, Art Directors Club and International Film & TV Festival.

INSTRUCTOR: Chuck Rudnick

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EMAIL: crudnick@luc.edu

OFFICE: Lewis Towers, 907

OFFICE HOURS: Wednesday, 12:30 – 1:30, or by appointment

NO TEXTBOOK, BUT...

You should be a student of advertising, and you should be reading books about the creative process, studying advertising award books, and keeping up to date on the best creative of the day. While there is no textbook for this course, I encourage you, in your pursuit of a career in advertising, to read one or both of these excellent books: “The Idea Writers” by Teresa Iezzi and “Junior: Writing Your Way Ahead In Advertising” by Thomas Kemeny.



COURSE SCHEDULE

This schedule is subject to change. Do not do assignments from it. Detailed homework and project instructions will be announced during class and posted on Sakai.

WEEK #1 January 16, 18, 20

Monday: Martin Luther King Day. – NO CLASS

Wednesday: Course overview

Friday: Copywriters on copywriting

WEEK #2 January 23, 25, 27

Monday: Guidelines for headlines

Wednesday: Writing is a process

Friday: Work on headlines

Homework: Headline writing

WEEK #3 January 30, February 1, 3

Monday: Students present headline homework

Wednesday: Words matter

Friday: Work on long headlines

Homework: Storytelling

WEEK #4 February 6, 8, 10

Monday: Students present storytelling homework

Wednesday: Find your voice in your writing

Friday: Work on voice copy

Homework: Voice writing

WEEK #5 February 13, 15, 17

Monday: Students present voice homework

Wednesday: Persuasive writing

Friday: Work on persuasive headlines

Homework: Persuasion

WEEK #6 February 20, 22, 24

Monday: Students present persuasion homework

Wednesday: Rewriting

Friday: Work on writing “sticky” lines

Homework: Sticky writing

WEEK #7 February 27, March 1, 3

Monday: Taglines

Homework: Tagline writing

Wednesday: Figures of speech

Friday: Visually-driven ads

WEEK #8 March 6, 8, 10

Monday, Wednesday, Friday: Spring Break – NO CLASS

WEEK #9 March 13, 15, 17

Monday: David Ogilvy lesson

Wednesday: Body copy

Friday: Work on body copy

Homework: Body copy writing

WEEK #10 March 20, 22, 24

Monday: Writing serious copy

Wednesday: Manifestos

Friday: Work on manifestos

Homework: Manifesto writing

WEEK #11 March 27, 29, 31

Monday: Students present manifestos

Wednesday: Writing for TV

Friday: Work on TV scripts

Homework: TV writing

WEEK #12 April 3, 5, 7

Monday: Students present TV scripts

Wednesday: OOH writing

Friday: Easter Holiday – NO CLASS

WEEK #13 April 10, 12, 14

Monday: Easter Holiday – NO CLASS

Wednesday: Radio writing

Kickoff Copywriting Project

Friday: Work on radio scripts

Homework: Radio writing

WEEK #14 April 17, 19, 21

Monday: Writing for social media

Wednesday: Final assignment details

Friday: Work on Copywriting Project

WEEK #15 April 24, 26, 28

Monday, Wednesday, Friday: Students present Copywriting Projects

FINALS WEEK

Final assignment due by 3:00 p.m. on Saturday, May 6

HOW TO SUCCEED IN THIS CLASS

Work hard. Dig deep. Show up. Show up on time. Show initiative. Do your work on time. Do work that's original, unexpected and inspiring. Exhibit professionalism. Have a good attitude. Be attentive. Be enthusiastic. Read and follow assignment instructions carefully. Strive to be your best and demonstrate progress in your writing. Put forth an evident effort.

HOMEWORK

Based on various creative briefs, in-class lessons, and in-class exercises, you will have various homework assignments. All assignments and due dates will be posted on Sakai. Submit all work on Sakai before the posted deadline; i.e., before the start of the class for which it is due. Late assignments will not be accepted.

COPYWRITING PROJECT & FINAL ASSIGNMENT

Each student will give an individual presentation based on a specific copywriting project. You will also work individually on a final written assignment. Details will be given in class and posted on Sakai.

ATTENDANCE & PARTICIPATION

In great part, what you will learn from this class is the result of participating in class discussions and tackling in-class exercises. Your attendance is crucial. Missed classes will hurt you and your participation score, and will lower your course grade. If you have to miss a class due to a legitimate excuse, such as a major illness or family emergency, it's your responsibility to contact me as soon as possible. Completing any missed work will be discussed at that time.

GRADING

Grading will emphasize writing homework assignments, a copywriting project, a final written assignment, and your contributions during class. You will be graded on your understanding of the lessons taught in class, the strength and the quality of your written assignments, and the effort you put into them.

Grading scale:

A: 100-95, A-: 94-90,

B+: 89-87 B: 86-83, B-: 82-80

C+: 79-77, C: 76-73, C-: 72-70,

D+: 69-67, D: 66-64, D-: 63-60,

F: Less than 60.

GRADE WEIGHTS

40% HOMEWORK

This will include all written work for multiple assignments. The emphasis will not be on the quantity of pages, but on the quality of the content, the tenacity demonstrated in the work, and the evident effort put forth.

20% ATTENDANCE & PARTICIPATION

Participate in class. Contribute ideas. Ask questions. Answer questions. Present your written work with passion and conviction. Make yourself known. Use every class as an opportunity to contribute to our collective learning.

30% COPYWRITING PROJECT

There will be a copywriting project that each student will complete and present to the class. Details for this project will be announced in class and posted on Sakai.

10% FINAL ASSIGNMENT

There will be a final writing assignment that will challenge your copywriting skills.

CHEATING, PLAGIARISM AND OTHER THINGS YOU KNOW YOU SHOULDN'T DO

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during an examination; obtaining information from another student or any other person during an examination; using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor; attempting to change answers after the examination has been submitted; unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom; falsifying medical or other documents to petition for excused absences or extensions of deadlines; or any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.; submitting as one's own another person's unpublished work or examination material; allowing another or paying another to write or research a paper for one's own benefit; or purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of

multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations. (The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

SEXUAL HARASSMENT AND DISCRIMINATION POLICY

Loyola University Chicago is committed to maintaining an environment which respects the dignity of all individuals. Accordingly, Loyola University will not tolerate sexual harassment by or of its students, faculty, or employees. To the extent practicable, Loyola University will attempt to protect the Loyola community from sexual harassment by vendors, consultants, and other third parties who interact with the Loyola community. Loyola University is promulgating this policy to reaffirm its opposition to sexual harassment and to emphasize that learning opportunities and employment opportunities must not be interfered with by sexual harassment. deal with individuals found to have engaged in harassment, discrimination and/or retaliation in violation of this policy. For more information on this policy please visit:

http://www.luc.edu/hr/policies/policy_sexualharassment.shtml