The search for “the new” is a constant in the consumer society: we skip from one social network to another; we (try to) dress stylish; we wait in queues for the latest Smartphone; we watch compulsively the latest HBO or Netflix series everyone talks about; we hang out in clubs where we listen the latest musical trends... This search for novelties, for "unique" things among all the products that advertisements offer us every day, is the engine that sets creativity in motion.

Creativity is also the tool that the advertising business has to design effective ads and present products and services in a fresh and persuasive way. The objective of advertising creativity is to develop effective campaigns to promote brands and products that we must articulate through different channels. Within this course, students are expected to acquire the basic knowledge that will allow them to understand what is advertising creativity, what is its role in advertising communication in general, and what is the main criteria to choose an idea.

Assimilate codes and formats for the elaboration of advertising messages.

Identify consumers’ motivations, and comprehend how specific words, phrases and images generate a response in the audience.

Learn to think, solve, create. Know how to develop a creative strategy for different media.

Develop student’s creative abilities related with the production of persuasive messages.

How can we learn to be creative? The basis of this course will be to learn the basic tools to develop our creative skills. The methodology will combine theory and practice: on the one hand, we will work on the theoretical and methodological framework about the different topics seen in the syllabus to understand the concepts. On the other, real case studies will be used to establish the concepts learned and learn to recognize the main challenges that advertising creatives usually face.
The classes will have a workshop format. During the first part of the class, we will approach a topic from a theoretical-explanatory point of view. Then, we will move to a discussion, analyzing practical cases or debating an article, with the purpose of clarifying terms that we’ve seen in the first half of the class. There will be training activities through role playing activities, analysis of advertising campaigns, research and development of individual and group work, presentations and debates.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>30.0 %</td>
<td>45 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>23.33 %</td>
<td>35 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>26.67 %</td>
<td>40 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>20.0 %</td>
<td>30 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>0.0 %</td>
<td>0 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
PROGRAM

SESSIONS 1 - 2
Presentation of the course.
Defining creativity.
Main concepts.
The creative personality.

Mandatory reading (for the next session):
https://pdfs.semanticscholar.org/6188/5f52d813d518b4ed5b833b4022990211f063.pdf

SESSIONS 3 - 4
The Development of Creativity:
Structure of the Intellect Model (Guilford)
    Contents, Operations, Products
Componential Model of Creativity (Amabile)
    Domain Relevant Skills

Mandatory reading (for the next session):

SESSIONS 5 - 6
The creative process:
4 Stage Process Model (Wallas)
Creative process (James Webb Young)
Mandatory reading (for the next session):

SESSIONS 7 - 8
Divergence and relevance
Divergence
Types of Divergence
Relevance
Distribution of Divergence and Relevance elements

SESSIONS 9 - 10
In class exercise:
In this session we will develop some of the main thinking strategies in a practical way:
Brainstorming

Checklist

SCAMPER

6-3-5 Brainwriting

After explaining the strategy, the students will be divided into 4-5 people groups. From a given problem (TBD), each group will have to come up with a creative solution. A presentation will be made at the end of the session. The divergence and relevance of the solution will be taken into account.

SESSIONS 11 - 12

Specific tools to generate ideas

Lateral Thinking

Asymmetry of the patterns

In class exercise:
We continue to develop thinking strategies in a practical way. In this session, we will deal with strategies related to lateral thinking:

Provocation

Ideart

Inspiravideo

Inversion

The students are divided into 4-5 people groups. From a given problem (TBD), each group will have to come to a creative solution that implies the use of provocation. A presentation will be made at the end of the session. The divergence and relevance of the solution will be taken into account.

Homework:
Based on the readings and lectures, write an article about the creative process in your blog, synthesizing the ideas seen in class.

The blog entry will have to be ready for the next session.

SESSIONS 13 - 14

Advertising Creativity

Functions of Advertising Creativity

Social values of Advertising Creativity

Creativity in the Third Sector

Mandatory reading (for the next session):

SESSIONS 15 - 16
Application in the professional field
Creative Strategy statement.
Creative Duos.
In class exercise:
We continue to develop thinking strategies in a practical way:
Mind Mapping
Brainswarming
On this occasion, students will be divided into creative duos. One will assume the ‘copy’ role, and the other one the ‘art director’. From a given product (TBD), each group will have to come up with an idea for a campaign.
A presentation will be made at the end of the session.

SESSIONS 17 - 18
Creative Branding
Identity and Image Strategy
Developing a brand identity
Brand identity elements
Name, Logo, Tag Line, Color Palette, Architecture and Interior Design, Sounds.

SESSIONS 19 - 20
Art Direction
Composition resources:
Visual weight, relations between objects, balance, direction of attention.

SESSIONS 21 - 22
Art direction (cont’d)
Hierarchies, logical principles of organization, principles of Gestalt, typography.
Layout.
Homework:
Write a blog entry identifying 2 examples of real ads. Analyze brand identity and art direction elements as seen in class. One of the ads chosen has to represent what, according to the student, is a good creative ad (from the brand identity / art direction perspective). The other ad has to represent everything that should not be done (from the brand identity / art direction perspective).
The blog entry will have to be ready for the next session.

SESSIONS 23 - 24
The identity strategy
Turn an idea into a campaign theme.
Context of the message.
Timing.
Strengths and disadvantages.

SESSIONS 25 - 26
The identity strategy (cont’d)
Formats: TV, radio, Web, Outdoor…
Target audience.
In class exercise:
Develop a campaign in creative duos (final work). We will see in class new thinking strategies:
Attribute Listing
Forced Relationships
Morphological Forced Connection
The creative duos will have to start the developing of a campaign for a product, service or organization (TBD) taking into account elements seen in class (context, timings, strengths and disadvantages, target audience,...) and the different formats.

SESSIONS 27 - 28
The demise of Traditional Advertising
Active Avoidance of Advertising by Consumers
What’s left for Marketers to do?
Below the line / Guerrilla Marketing

SESSIONS 29 - 30
Final presentation of the campaign.
BIBLIOGRAPHY
Title: “Creative Strategy in Advertising”.
Author: Bonnie Drewniany & Jerome Jewler.

Title: “The Creative Process Illustrated. How Advertising’s Big Ideas Are Born”.
Author: W. Glenn Griffin & Deborah Morrison.

Title: “A Technique For Producing Ideas: A Simple Five Step Formula For Producing Ideas”.
Author: James Webb Young.

Author: Thomas Frank.

Title: “Serious Creativity. Using the Power of Lateral Thinking to Create New Ideas”.
Author: Edward de Bono.

EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workgroups</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Individual Work</td>
<td>25 %</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>35 %</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>15 %</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the group work done in class, each student will have to create a blog in Wordpress (Individual work). The blog will serve to publish examples of ads related to the content seen in class, including an analysis of each.

Finally, students will have to work in groups and make a final campaign, including a written project report, creativity of promotional products and a final Power Point presentation. The use of ideas, designs or writings from another person will be penalized. This action constitutes a very serious academic fault.

PROFESSOR BIO

Professor: **DAVID ALVAREZ GARCIA**

E-mail: dalvarez@faculty.ie.edu

04th January 2019
DAVID ÁLVAREZ GARCÍA teaches Visual Storytelling and Advertising Creativity at IE University. Holds a Degree in Audiovisual Communication (Universidad Complutense de Madrid), a Grade in Multimedia Communication (Universidad Francisco de Vitoria) and a Master in Digital Communication, Culture and Citizenship through Universidad Rey Juan Carlos. He is currently completing his doctorate in journalism through Universidad Complutense de Madrid. Since 2003 he has been working in the area of documentary filmmaking. His first project was “Panorama de actualidad” (Onda Seis / Grupo Vocento), a 14 episodes documentary series about social and humanitarian issues filmed in several locations, including Colombia, Ecuador, Peru, Nicaragua, Bolivia. Scriptwriter and director of several short films, documentaries and music videos, in 2009 he won the Best Musical Documentary Prize in the New York International Independent Film and Video Festival for his movie “God Save Arena Rock” (Dios salve al rock de estadio, 2009). His professional experience goes through companies such as TVE, Sogecable, El Mundo TV, New Atlantis or Canal 9, where he has worked for programs and magazines as “Españoles en el mundo”, “Valencians pel mon”, 40 Principales or Yo Dona. He’s the director of “Lo que hicimos fue secreto”, a feature documentary produced by Eleventh Floor Studio (a production company to which he belongs) and Televisión Española (TVE) which won the Best Documentary Award in the 2016 edition of the In-Edit Festival.

E-mail: david.alvarez@ie.edu

OTHER INFORMATION

CODE OF CONDUCT IN CLASS

1. **Be on time:** Students arriving more than 5 minutes late will be marked as “Absent”. Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.