Introduction to Advertising Design
Master Syllabus: Traditional, Blended, and Virtual Learning Options
Pike Road High School
Graphic Design (Career Tech)
Mrs. Morris
Room 302/ 5th Period Planning
(334) 420-5380
E-mail: michelle.morris@pikeroadschools.org

Course Description (from ALSDE)

Introduction to Advertising Design is a yearlong course that provides students with orientation experiences and laboratory safety for working in an advertising design studio environment. Topics of study include art history, art production, art criticism, design elements and principles, and materials and media utilized in the field of visual communication. Particular emphasis is placed on related academic skills. Successful completion of this course prepares students for the next course in the Advertising Design program, Digital Design. This course or an equivalent visual arts credit is a prerequisite for other courses in the Advertising Design program.

Prerequisite(s)
Foundations of Art, Audio-Video Technology, and Communications

Text and Required Materials
- Adobe training resources will be provided
- Access to Google Classroom
- Charged MacBook
- Earbuds/Headphones
- Pen/Pencil
- SD Card (at least 16 GB)
- Jump Drive (at least 8 GB)
- 1 inch 3-ring binder (with a clear front pocket) for Portfolio
- Page Protectors

Course Fee
none

SKILLSUSA Dues
$40.00 (For local, state, and national dues) (*** Also, includes a t-shirt if paid by Sept. 30th)

CTSO
Career and technical learner organizations are an integral, co-curricular component of each career and technical education course. These organizations serve as a means to enhance classroom instruction while helping learners develop leadership abilities, expand workplace-readiness skills, and broaden opportunities for personal and professional growth. Membership qualifies learners to compete with learners from across the nation and state-wide for scholarships and other business-related opportunities. **Our CTSO is SkillsUSA**!

<u>**Course Goals**</u> (from ALSDE)
Solve communication problems with effective graphic design solutions using principles, elements, and current theories of design.

<u>**Learner Expectations**</u>
Learners are expected to be punctual, prepared, positive, and persistent. Learners will be treated as employees in the business world and should demonstrate efficient work habits. Learners should have **good attendance**, should be respectful of both the teacher and the other learners in the classroom, should be diligent in completing their work, and should demonstrate responsibility as they maintain their notebooks and personal records.

<u>**Classroom Policies**</u>
- Be prompt to class, seated at your desk before the bell rings.
- Be prepared to work EVERYDAY with ALL necessary materials.
- Be polite at ALL times.
- Be respectful of people and property.
- Keep food, candy, and drinks out of the classroom unless given permission
- Follow rules/guidelines outlined in the Code of Conduct and Learner—Parent Handbook.

If a learner chooses to break one of the above policies, the following disciplinary action will result:
1st **Consequence: Verbal reprimand**
2nd **Consequence: Learner/Teacher Conference,**
3rd **Consequence: Call to parent**
4th **Consequence: Referral to Principal's office or detention and call to parent**

Severe problems such as fighting, deliberately destroying school property, verbal abuse, or other situations deemed severe by the teacher will be sent directly to the Principal's office. **Cheating or copying another learner's work as your own will result in a zero "0" for that grade, possible loss of computer rights, and your parents being contacted.**

<u>**Tardy Policy**</u>
All learners should be in the classroom before the tardy bell rings. When the tardy bell rings, classroom activities will begin. If you are not in the classroom when the tardy bell rings, you are considered tardy to class.

<u>**Make-up Work**</u>
Attendance is extremely important in Audio-Video Technology. However, if you are absent, it is YOUR responsibility to make up work within THREE days of the absence. If you are absent the day a project is due, the project is due the day you return from your absence. All other make-up work, including tests, must be made up within three days of your absence. IT IS YOUR RESPONSIBILITY TO GET YOUR MAKE-UP WORK!!

<u>**Assessment Procedures**</u>
All assignments will be assigned, submitted, and assessed through Google Classroom. For Ad Design, the class code is: nokp4t5

*** For blended and virtual learners, each Tuesday, I will send out a video of my lecture, and your assignments will be due the following Tuesday. Also, we will have a question and answer Zoom session

each Thursday. Besides that, feel free to email me any questions you have. For blended learners who need more assistance, email me to schedule an in-person classroom session.***

Learners will be graded on assessments, class work/homework, and projects. The grading percentages are as follows:

Major (Assessments & Projects)   60%
Minor (Classwork/Homework)   40%

Grading Scale
   A = 90 – 100
   B = 80 – 89
   C = 70 – 79
   Not passing = 69 and below

Tutoring
Extra help will be available to learners every Wednesday after school from 3:15-3:45 p.m. or by appointment.
Course Topics
NOTE: These course topics are the minimum amount of content and information that will be covered in this course. These topics may not be followed step-by-step; use it as a guideline and reference only. Refer to Google Classroom for more detailed information of what will be covered. Basic drawing skills will be incorporated in the course, yet no previous knowledge is needed.
Safety
Identify personal and laboratory safety rules, regulations, and procedures for fire, electrical tools, and equipment in advertising design.
Decision Making and Problem Solving
Solve advertising design problems using media, techniques, and processes.
• Utilizing research in advertising design to solve problems
• Applying decision-making techniques to advertising design, including thumbnails, rough drafts, and comprehensives
• Recognizing multicultural and nonsexist dimensions of an advertising design
• Evaluating results of actions implemented in advertising design problems
Integrated Academics
Use basic mathematics, writing, and science skills in advertising designs for scaling, page composition, media properties, and material costs.
Visualization Techniques
Demonstrate rendering skills and techniques used in advertising design.
Color Communications
Apply color psychology and basic methods of digital color management to advertising design.
Identify the role of color in marketing and branding through advertising design projects.
History and Theory
Recognize the role of visual communication from the prehistoric era to the present.
Examples: cave paintings, Gutenberg press, digital photography
• Identifying characteristics and purposes of a variety of historical and cultural works of art
• Describing the function and meaning of specific advertising media from a variety of cultures, times, and places
• Analyzing ideas, issues, or themes of various historical periods for their influence on

characteristics of advertising
• Analyzing selected illustrations for historical and cultural influences and aesthetics
• Analyzing layouts and designs for visual, spatial, and functional differences throughout history
• Describing specific symbols, trademarks, and logos used in advertising and their relationship to historical and cultural content

Conceptual Process
Demonstrate strategic processes in advertising design, including techniques of research and analysis, thinking, and copywriting.
• Justifying artist intention and purpose in selected works, illustrations, and layouts
• Comparing themes, issues, and modes of expression in advertising with other creative disciplines
• Selecting subjects, symbols, and ideas from daily life as subject matter for design

Digital Imagery
Demonstrate skills in desktop publishing as they apply to advertising design.

Critical Skills and Evaluations
Critique advertising design projects for compositional accuracy.

**Credentials: This is the second course in the program. After completing this course, learners are able to test for certification in Adobe Photoshop. After completing the third course, learners can test for certification in Adobe Premiere Pro.

Dear Parents/Guardians:

Welcome to a new school year! I am so excited to have your child in my class this year! This is my ninth year as a teacher, but my second year at Pike Road High School. I am excited to be here. I really enjoy teaching and feel that, together, we can make a difference.

Thank you for taking the time to read this course syllabus. After reading, please detach the last page. It requires signatures from you and your child. Virtual learners can send the signature page by email.

I look forward to working with each of you. If you have any questions, please let me know. I can be reached at michelle.morris@pikeroadschools.org or (334) 420-5380.

Sincerely,

Michelle Morris
Graphic Arts Lead Learner
SkillsUSA Co-Advisor

Class Period _____
SYLLABUS SIGNATURE PAGE

Tear off this back page, sign, and return to your child's class by August 31, 2020. Please keep the rest of the syllabus for your reference throughout the year. For virtual and online learners, Parents please email me that you received the syllabus and provide the information below.

_____

PLEASE PRINT   Learner's Last Name   First Name

I have read the syllabus for this course, and I understand it.

_____

Learner Signature   Date

_____

Parent/Guardian Signature   Date

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Parent Contact Information

Name _____

Best Phone Number(s) to Contact _____

E-mail _____

I prefer to be contacted:

___ Telephone   ___ Text   ___ E-mail   ___ No preference

In the space below, please feel free to share any information that would help me assist your child to have a successful school year.