Course Goals
Integrative Campaign will build competency in the following skills:
Design Analysis: The ability to understand a current brand situation by reviewing the business/strategy, existing research and using an interview process for further understandings of goals and desired outcomes.
Core topics will be the role of design to create visual, verbal, and experiential tools.
Image Analysis: The review of the current company, product, or service image in respect to its desired audience.
Concepting/Ideation: The ability of brainstorming, mind mapping or problem solving to find creative design and marketing solutions.
Design Presentation: Illustrating concepts to effectively communicate marketing communication solutions
Presentation skills: The ability to present your work articulately and persuasively in front of a group
Overall quality: The use of high standards as an ongoing process to illustrate design results.

Students should be prepared to work in class, and will be expected to create final work on a computer and present fully mocked up final examples of their projects.

Required Text Books
The Brand Gap by Marty Niemeyer - order it now to get it right away – you will want to keep it!

Contact information
Work Telephone: To come Email: huffx067@umn.edu and rhuff@mybrandforever.com
UMN Classroom McNeal Hall room 305B
UMN Office hours T/Thurs 2-3 p.m. by appointment

Course policies
Attendance Policy
Attendance is required to learn the course material and will be taken daily. Two unexcused absences are the maximum allowed before the final grade is lowered by one letter grade. Excused absences are for substantiated medical and personal emergencies only, with documentation.

Punctuality Policy
Assignment due dates and benchmarks are detailed in the Assignment Calendar. Assignments are also due on the specific date. Late Assignments will be given a point penalty that will result in your final grade lowered by a full letter. Assignments may be further refined and improved after the due date, for extra credit.

Conduct Policy
A studio setting is conducive for an informal atmosphere, with student interaction an expected benefit. Please keep the focus on the task at hand, and be respectful of your classmates and their work. Class participation is required and will impact your final grade.
Critiques
There will be regular critiques you are required to attend whether or not your work is ready for presentation. You are expected to critique your own work as well as the work of your peers.

Critiques provide important ongoing feedback and support throughout the design process and help students refine their work and develop a constructive critical eye and increased vocabulary. Designers must be able to talk about, explain and defend their work in an articulate, competent manner.

Late Projects
The student is required to complete all class assignments, and present them on time. Late assignments will be given a point penalty that will result in your final grade lowered by a full letter. The final project presentation must be ready on the last day of class Dec. 18 2008. After that time, projects will not be graded except for extraordinary circumstances.
If you have a problem completing the work on schedule, please see me about alternative means of meeting your course obligation. Should such arrangements be made, it does not release you from any of the assignments required by this course. You will be given as much class time as possible to work on your assignments in class.

Please Note
All parts of the final project must be turned in. One missing part will automatically result in an F as the final course grade.

Classroom expectations guidelines*

Credits & Workload Expectations
For undergraduate courses, one credit is defined as an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on course work outside the classroom.

Academic Dishonesty
Academic misconduct in any portion of the academic work for a course shall be grounds for awarding a grade of ‘F’ or ‘N’ for the entire course.

Academic Misconduct
Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student’s own work. Academic misconduct includes but is not limited to: cheating on assignments or examinations, plagiarizing pieces of work, depriving others of necessary course work, and sabotaging another’s work, depriving others of necessary course work, and sabotaging another’s work. Discovery of academic misconduct is grounds for an ‘F’ or ‘N’ for the course.

Harassment
The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs. Facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Reports of harassment are taken seriously, and there are individuals and offices available for help.

Access
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course
requirements. Students with disabilities are encouraged to contact their instructors early in the quarter to discuss their individual needs for accommodations. This syllabus is available in alternative formats upon request.

Expectations of Students
Students are responsible for all class meetings and materials, including information contained in the syllabus. Students are responsible for being on time and preparing for all class sessions. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures. Students are responsible for seeking help when needed. Students who need special accommodations are responsible for working with the instructor and the relevant University offices. Students may not make commercial use of their notes of lectures or University-provided materials without the express written consent of the instructor.

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and your instructor when speaking. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate forms of expression in this class.

*Approved by the University Senate, April 20, 2000. To view the entire 'Classroom Expectation Guidelines' go to: www1.umn.edu/usenate/policies/classexpectguide.html*
Standards and Grading Policies

Visual Presentation Standards
Work should always be carefully presented
Sketches of work should be easy to understand and clearly illustrate concept..
Intermediate stages of computer comps can be presented in printout form.
Final presentation comps of all applications printed in appropriate format.
All materials to be turned in should be placed in an envelope clearly marked with name and phone and email if available.

Grading Criteria

Evaluation and grading will be based on the successful and timely completion of the project assignments and a demonstration of skills. The two main grading categories are Design process and understanding and Student Competencies, each of which is divided into different areas of evaluation. Areas include performance on specific phases of the assignment, presentation skills, craftsmanship, attitude and your participation in class discussions. Refer to the Grading Sheet on page 5 for specific methodology.

In Addition to the assignment criteria, several other factors can affect your final grade negatively:
•Penalties will be levied for late assignments, chronic tardiness, absences, and poor test performance.

Your final grade will be calculated using a point system. The total points you have received on your final project will determine your final grade. Points will be taken away due to penalties if applicable. The grading key is as follows:
A+ = 100 points (outstanding)
A  =  95-99 (excellent)
A-  =  90-94 (very good)
B+  =  87-89 (good)
B   =  84-86 (satisfactory)
B-  =  80-83 (average)
C+  =  77-79 (mediocre)
C   =  74-76 (unsatisfactory)
C-  =  70-73 (weak)
D   =  65-69 (poor)
F   =  64 or below (failing)
**Grading Sheet**

Student Name:

<table>
<thead>
<tr>
<th>Brand Awareness Evaluation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>Inauguration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>7</td>
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<td>10</td>
</tr>
<tr>
<td>Brand as Me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>7</td>
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<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Design Process Evaluation**

A. Discover 1 2 3 4 5 6 7 8 9 10  
B. Define 1 2 3 4 5 6 7 8 9 10  
C. Design 1 2 3 4 5 6 7 8 9 10  
D. Develop 1 2 3 4 5 6 7 8 9 10  
E. Deliver  
   1. Presentation Skills 1 2 3 4 5 6 7 8 9 10  
   2. Design of presentation 1 2 3 4 5 6 7 8 9 10  
   3. Craftsmanship/Quality 1 2 3 4 5 6 7 8 9 10  

E. Class participation and attendance  
   Class interaction and participation 1 2 3 4 5 6 7 8 9 10  

Penalties: Could result in a lowered grade.  
___ Absences  
___ Late assignments  
___ Tardy attendance
Permanent Grades for Academic Work (UM Senate “Uniform Grading Policy”)

1. There are five permanent grades five for a single course for which credit shall be awarded, which will be entered on a student’s official transcript. A-B-C-D-F grades include pluses and minuses, as follows. And carry the indicated grade points. The S grade shall not carry grade points but the credits shall count toward the student’s degree program if allowed by the college, campus, or program.

2. These definitions apply to grades awarded to students who are not enrolled in graduate programs, but the grade points are the same no matter the level or course of enrollment.

A  = 4.00
A-  = 3.67
Represents achievement that is outstanding relative to the level necessary to meet course requirements

B+  = 3.33
B   = 3.00
B-  = 2.67
Represents achievement that is significantly above the level necessary to meet course requirements

C+  = 2.33
C   = 2.00
C-  = 1.67
Represents achievement that meets the course requirements in every respect.

D+  = 1.33
D   = 1.00
Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
**Project Description**

Integrative Campaign for a game.

Whether you are a company, organization, product, country, city or state or person a successful integrated marketing campaign begins with a strong brand. A strong brand identifies the foundation upon which effective marketing communications are built. A good brand is meaningful, unique and is appropriate for the company, organization, product, country, city or state or person it represents. The best brands are simple, timeless, easy to understand and memorable. When a good identity is applied systematically across all of an organization’s communications carriers, it builds the brand’s overall image and awareness.

**Assignment**

Create the brand identity for a game, (in the US). After you choose a game and research it, you will develop and identify a key audience and create a marketing plan to target communication tools such as marketing messages, logo developments, visual systems and applications that will bring awareness to your game.

We will be using the 5 D’s as a way to take you through the process of
Discover-research and analysis
Define-relevant audiences and communication tools,
Design-visual tools
Develop- marketing applications
Deliver- presentation of applications with final documentation of project.

The Marketing Design System

You will create an integrated marketing design system that will include
1. Brand position
2. Image attributes
3. Design Criteria
4. Visual System
5. Appropriate communication examples

**Phase I**

Understanding Branding

The Brand Is Me.

What is a brand and why does it matter when we market companies, products, and services. Understanding what a brand is and the basic principle of branding will be illustrated discovering your own personal brand. In this exercise we will explore your brand and be able to both see what are the current and desired image attributes. While going through a process that will utilize research and, interviews We will evaluate the opportunities to better understand how we can create a distinct and unique brand while differentiating your brand from all those around you. Using this information we will also evaluate possible applications that will correspond to your brand.

There will be a presentation made by you in class.

**Phase 2**

Game Brand

Update the brand identity for a game you have played in the past and know well enough to reinvigorate for a targeted audience of today. After you choose a game and research it, you will develop communications for a key audience using tools such as marketing messages/taglines, logo developments, visual systems and applications that will bring new awareness to your game.
After you choose a game and research it, you will develop an overall brand positioning and marketing message - tagline and identity for the game campaign. You will create applications that are best suited for your key audience.

Research
Use the Internet, library, and magazines to research the game. Review existing web sites to evaluate what is current and how you can evaluate your game against others on the market. Collect web site printouts, brochures, ads, and any communications that will help you understand the current brand. Review the competition – other similar games that are similar or close in proximity that is trying to encourage your audience to play them instead.

The Branded System.
You will create an integrated marketing design system for a game.

1. Brand position and image attributes for a game.
2. Marketing message/tagline. This will be used in conjunction with your identity and visual system overall.
3. Logo (Concept and design the logo with visual system)

No less than 7 applications should be illustrated. Below are examples that may be used but should you should not limit yourself to them.

4. Package design
5. Direct mail or communication application(s) to create awareness for public venue
6. Magazine Ad Campaign (4-color, single page 2 or more ads
7. Marketing brochure (Cover: 8.5”X11” and 11”X17” spread
8. Merchandise (trash and trinket)
9. Application of your choice
10. Web Site (Home page plus 2 additional pages to be presented in as a simple visual and does not need to function.

Final
These items will be produced electronically full size and in color. Final designs will be graded on a professional presentation quality. Portfolios should be kept in mind for final presentation illustration.
Assignment Calendar
We will review and change as needed to accommodate presentations.

Week 1  Tu  First class: How does this Inauguration have to do with the USA and it’s brand?
Th  How does this Inauguration have to do with the USA and it’s brand?

Week 2  Tu  Brand as Me assignment. Game choice discussion.
Th  Present visual representation of Brand as Me Due: Game choice, (in the US) selection with examples of competition.

Presentation about brand positioning and image attributes

Week 3  Tu  Brand positioning and image attributes rough drafts to review and refine along with audience as and marketing opportunities for a game, (in the US.
Class discussion on branding
Th  Brand positioning due for a game, (in the US. Exploration of marketing messages/taglines. Discussion on brainstorming and mind mapping techniques

Week 4  Tu  Brand positioning -Student informal presentation in class.
Outside presentation on research- Iconoculture
Th  Begin Logo development. Group discussion
Presentation of logo and visual systems

Week 5  Tu  Logo development sketches. Group discussion. Visual system analysis.
Presentation of visual system.
Th  Final logos due, presented in color. Student informal presentation. Class discussion of Marketing plans and channels of communications

Week 6  Tu  Visual system development
Th  Visual system development

Week 7  Tu  Application development.
Class discussion on tools of communicating
Th  Individual critiques in class
Presentations

Week 8  Tu  Application and brainstorming design development
Class discussion on business and design
Th  Visual tools development

Week 9  Tu  What does design have to do with your job? Bring your ideas to discuss
Th  Visual tool sketches due 2-3 concepts for final refinement, individual critiques in class.

Week 4  Tu  Due: marketing messages /taglines. Student informal presentation in class.
Outside presentation on research-

Week 10  Tu  First draft of applications is due for review.
Student presentation
Advertising presentation and discussion
Th  Magazine ad brain storming small groups

Week 11  Tu  Mag ad concepting and individual discussions
Th  Mag ads due in full color print out. Brochure design exploration

Week 12  Tu  Merchandising and application of your choice exploration.
     Visual system presentation
Th  TBD

Week 13  Tu  Interactive development.
Th  Examples for individual critiques.

Week 14  Tu  Class discussion and refinement
Th  Final Designs due.

Week 15  Tu  Formal presentations of completed Integrative Campaign, All work completed.

In summary
–  Brand as Me
–
    Discover phase
    Research

Define phase
    Branding
        Positioning
        Image attributes
        Design criteria
        Define audience
        Tagline

Design phase-
    Visual System
        Logo and visual system
        Marketing plan, marketing message

Develop –
    Applications

Deliver
    Presentations

Questions? huffx067@umn.edu
rhuff@mybrandforever.com

Email to set up an appointment