I almost always start by thinking about how somebody on the job—in a career as a marketing person or as a promotional writer—how that concept might apply to them and what sorts of tasks they might have to do that are connected to it. Then I try to come up with as realistic an activity as possible that the students can work on.

So for example, I came up with an idea for students working in small groups to do a little branding work. And I thought this is particularly well suited to engaging students in a number of different ways, because branding, of course, includes verbal communication but also it includes visual communication.

Branding often includes, you know, a certain look and logos. So, I gave students an activity where I asked them together to, first of all, come up with an idea for a business that they think connects to some of their real world interests and concerns. And then I asked them to come up with an idea for a logo and also a tag line, a slogan, and actually sketch out the logo as best as they could and draft the tag line. And then after the students had some time to come up with this material, they shared it with the rest of the class and we got a chance to look at the logos on the visualizer and hear their tag lines. And many of them were, I thought, incredibly clever and I could easily see how they could be, you know, effective in the real world.

I think that activity went really well. The students really seemed to engage with it and I could tell they really enjoyed the—especially the drawing, when I asked them to come up with a basic logo. They seemed to really be engaged right at that part of the activity and they really seemed to understand the basics of branding as a result of this activity. And I'm sure that I'll use it again in future classes.