

Marketing 224-2: Advertising – Fall 2008

M-W 1:30-3:00 JMHH F70

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Course website: <http://advertisingprinciples.com>

This syllabus contains links to cases and suggestions for applying various techniques. We will follow this outline closely and change it only after we reach agreement to do so. The electronic version is easier for you to use as it has links to key materials. In addition, updates will only be provided electronically. Please tell me about any errors in the syllabus.

Objectives

The objectives are to learn about evidence-based principles for developing persuasive advertising campaigns and for evaluating campaigns to make them more persuasive.

Resources

My manuscript, *Persuasive Advertising (PA)*, approximately 380 pages of text, describes the basic steps involved in developing an effective campaign. It provides around 250 principles for creating persuasive campaigns. The principles are summarized as checklists. The text serves as a review of material covered in class sessions and fills in areas that we do not have time to discuss in class. Copies will be provided to you in class.

The course also draws upon the <http://advertisingprinciples.com> website. This site won the Merlot Award as the best educational site in business and economics for 2004. It has been improved substantially since that time -- but much more can be done, so I invite your participation.

With respect to the readings, there is no need to go beyond the *Persuasive Advertising* book (PA) and the web site.

A web café account has been set up for this course.

I try to administer this course as matter-of-factly as possible to mirror experiences you may have in the post-collegiate world. I will teach you the principles and techniques allow you to govern yourselves.

A few pointers on working with groups:

1. Work in small groups: Larger groups tend to create inefficiencies towards completion of projects. A former Wharton professor claimed that there was a reduction of 10 I.Q. points for each additional group member beyond two.
2. Be clear in delineation of responsibilities. These projects often require several tasks to be completed simultaneously. Share the workload, but designate point people to oversee completion of certain tasks. You are free to fire group members who do not perform.
3. Evidence-based principles for running groups are provided at <http://jscottarmstrong.com> under “Educational Materials/ Group process” and I will discuss some of these in the class on Creativity.

Deliverables and Grading

There are two group tasks:

- a. Development of a House print ad for your group
- b. Audit and improve a current print ad campaign for high-involvement product with news.

Mini-project: Audit and improve a current print ad campaign for a high-involvement utilitarian product/service. Analyze, then improve the ad by showing at least two alternatives. Follow these steps:

1. Send a letter to the company telling them what you are doing and ask if they have any interest in seeing the results.
2. When you finish the report, send a copy to the client
3. The report should be as follows:
 - a) A one-page management summary
 - b) A maximum of five pages of text with up to five additional pages for exhibits.
 - c) A maximum of 10 pages for appendices.

The report will be graded on the success of applying techniques/principles and on how well it follows the checklist for writing a persuasive business report.

Exam: There is one exam. All of the final exam materials will be taken from *Persuasive Advertising (PA)*, advertisingprinciples.com (AdPrin). Web site, and the class. Things that are discussed in class and are also on PA or in AdPrin will be emphasized on the tests. I do not distribute summaries of what was discussed in class because the information is all from the book and web site. If you expect to miss some classes, you might work with a learning partner who can fill you in. I suggest that you take good notes in class. Those people that do so wind up doing better on the exams.

You can get an excellent grade if you understand the principles and technique and if you have a great memory. Understanding and memory will be much higher if you apply the principles, so that is the reason for the exercises. I have found in the past that those who make good applications do much better on the exam. Rote memory does not work well.

Deliverables and Grading Schedule

	<u>Oral</u>	<u>Draft</u>	<u>Due date</u> <u>Final Rpt/Exam</u> s
Group reports			
House ad	Nov. 10	Nov. 17 (WebCafe)	Dec 8 (15%)
Project	Dec 8		Dec 8 (35%)
Final exam			Dec 1 (50%)

Format for the Class Sessions

Based on some research on learning, I recommend that *you should not read ahead in the book*. Learning is aided if you consider how you would approach a problem prior to hearing about other approaches. This is part of the experiential learning approach.

I do not require attendance, but here are some reasons why you might want to come to class:

- (1) I can save time for you by picking out the key points; if you want to read further, there are follow up readings that go into more detail. These are the points that are most likely to go on the exams.
- (2) I will present examples of print ads and TV commercials (my book does not present any ads)
- (3) You can work through exercises that are designed to help you understand and remember the principles.
- (5) I will provide stories that may also help you to remember the principles.

In the past, people who have not come to class have done poorly on the exams.

If you have suggestions on how to improve the course, or if you need advice on how to reach your objectives, the most effective way to reach me is via e-mail.

Schedule

S1_____ Oct 27 (M) Introduction & Creativity

Class: This first session describes the course and why techniques and research findings are valuable in advertising.

_____ Bose Ad Exercise (If you miss this class you can find the exercise at <http://advertisingprinciples.com> under Educational Materials/exercises). We will discuss how to evaluate an ad.

_____ The Introduction to *Persuasive Advertising* will be distributed. If you do not get a copy, I will leave copies with my secretary in the marketing office.

Follow-up: 1. Course outline and see if you have any questions or corrections. If so, send an email to Scott.

2. Read PA *Introduction*

3. Watch the video: “Sample of a Traditional Advertising Proposal” <http://advertisingprinciples.com> on Evaluating Ad Proposals page, and do the recommended exercise. Save your analysis.

4. Study Nurturing Creativity at <http://advertisingprinciples.com>.

S2. _____ Oct 29 (W) Conditions & Evidence: Information: Product

Class: We will discuss how to identify the conditions that affect advertising. I will present a short exercise. [WAPB test.] Then we will move onto presenting information about the product.

Follow-up: Read PA chapters on Conditions and Evidence, and PA sections 1.1.through 1.3.

S3._____ Nov 3 (M) Information: Pricing and distribution

Class: How to advertise prices – and how to set prices that can be effectively advertised. How to advertise ways in which people can obtain the product.

- Form groups and start on the House ad.

Follow-up: Read PA sections 1.4 and 1.5. Apply concepts and techniques for the section on “Names” on AdPrin.

S4._____ Nov 5 (W) Influence

Class: Discussion of how to get others to take action. We will apply these principles to an actual TV campaign.

Follow-up: Read PA section on influence principles.

*****S 5. _____ Nov 10 (M) Complete Influence/ Start Resistance**

Class: Your oral presentation of House Ad. Bring hard copies for everyone.
Lecture/discussion on reducing resistance

Follow-up: Read PA Section on Resistance

S 6. _____Nov12 (W) Complete Resistance/ Emotion & Exposure

Class: Lecture/discussion

Follow-up: Read PA sections on Emotion and Exposure.

S7 _____ Nov 17 (M) Acceptance

Class: Assume you have their attention and they are open to change, how do you gain acceptance?

Follow-up: Read PA section on Acceptance. Post revised house ad on WebCafe.

S8. ____ Nov 19 (W) Message

Class: Using words and pictures to persuade.

Follow-up: Read the section on Message

S9. ____ Nov 24 (M) Attention

Class: Once you have the message, how do you get people to pay attention?

Follow-up: Read the rest of the PA section on Attention.

S10. ____ Nov 26 (W) Still and motion media principles

Class: Lecture/discussion on getting and keeping attention. Methods for still and motion media.

Follow-up: Read PA sections 9 and 10

Thanksgiving

S11 ____ Dec 1 (M) Exam

The purpose of the exam is to see if you can apply the principles and techniques for advertising. I generally use short answer questions. They will be based on the lectures, which, in turn, are based on the book.

S 12. ____ Dec 3 (W) Last class session

Class: Five-minute oral presentations on your project to improve a print ad.

Dec 10: * Submit final version of your house ad with evidence on why the ad would be effective.**

***** Submit written group project report (improvements for an existing print ad campaign).**

____ Cover letter,

____ one-page management summary,

____ five-page maximum report

____ An Appendix up to ten pages should include at least:

____ Audit of the firm's current advertising campaign

____ Evidence to support your recommended improvements

____ Describe who is on the team and how the grade should be allocated

Please follow the "Checklist for Writing Management Reports." (on the AdPrin site).

***** You are free to submit anything you think I should know when assessing your grade.
Grading is far from perfect, but as a matter of fairness, I do not negotiate grades.**