

# Marketing 224-003: Advertising – Fall 2009

**M-W 9:00-10:30 JMHG G50**

## **J. Scott Armstrong**

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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 and evaluating persuasive advertising campaigns.

Here is the promise: If you follow the course as I suggest, you will be better able to design an ad campaign and to evaluate one than someone who has had 20 years of experience in the advertising business.

### **Resources**

My manuscript, *Persuasive Advertising (PA)*, approximately 320 pages of text, describes the basic steps involved in developing an effective advertising campaign. It provides almost 200 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 and it has been completely revised as of September 2009. I hope that you will provide additional suggestions to me via email. I hope to have it among the top ten sites when searching “advertising” by the end of the year. With your help we can do it.

With respect to the readings, there is no need to go beyond the *Persuasive Advertising* book (PA) and the web site. However, you might like the short and interesting book *Ogilvy on Advertising*, based somewhat on research, but primarily on the experience of this famous research-oriented practitioner. His book is good for details about how to construct an ad, find a job, and run an agency. It provides the agency’s viewpoint, and the examples are great. Ogilvy’s recommendations have held up well over time, but they do not say much about the conditions under which they are relevant. It has been the top selling book in advertising since 1983. If you go into advertising, you would be expected to be familiar with this book and its examples. That being said, I have abstracted all of his principles in PA, so as far as the exams are concerned, there is no need to read the Ogilvy book.

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

### **Group Projects**

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.

There are two group tasks:

- a. Development of a House print ad for your group
- b. **Mini-project:** Audit and improve a current print ad campaign for a *high-involvement utilitarian product/service, preferably one with news*. Analyze, then improve the ad by showing at least two alternatives. Follow these steps:
  - Send a letter to the company telling them what you are doing and ask if they have any interest in seeing the results. (cc to Scott)
  - Pick one of their best ads, then do an audit using the end-of-chapter checklists to improve the ad.
  - Prepare an ad using what you think to be the best approach
  - When you finish the report, send a copy to the client. (cc to Scott)
  - Conduct copy testing on the old and new ads.

The final report should be a persuasive management report with:

- 1) An oral report (use the “checklist for making oral presentations” at <http://advertisingprinciples.com>)
- 2) A one-page management summary (use the “checklist for writing management reports” at <http://advertisingprinciples.com>)
- 3) A maximum of five pages of text with up to four additional pages for exhibits.
- 4) 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](http://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

	Oral	Draft	Due date Final Rpt/Exam
<b>Group reports</b>			
House ad	March 30	Apr 6 (WebCafe)	May 8 (15%)
Project			May 8 (35%)
<b>Final exam</b>			Apr 20 (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. However, this is just a recommendation. Do as you like.

Do not have your computers open in class.

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 exam.
- (2) I will present examples of print ads and TV commercials (my book presents only two ads).
- (3) You can work through exercises that are designed to help you understand and remember the principles.
- (4) I will provide stories that may also help you to remember the principles.
- (5) I will provide sample exam questions.

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.

*Please do not use computers during the class. The goal is to apply principles and you do not need your computer for that.*

## **Schedule**

### **S1\_\_\_\_\_ Sept 9 (W) 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. I will also post it on WebCafe.

**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 “Creativity” on web café and apply principles

### **S2. \_\_\_\_\_ Sept 14 (M) Conditions & Information about the 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.\_\_\_\_\_ Sept 16 (W) 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.\_\_\_\_\_ Sept 21 (M) 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. \_\_\_\_\_ Sept 23 (W) Complete Influence/ Emotion & Exposure**

**Class:** Your oral presentation of House Ad. Bring hard copies for everyone (two for Scott) and ask for comments on these sheets.

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

**S 6. \_\_\_\_\_ Set 28 (M) Resistance**

**Class:** Lecture/discussion on reducing resistance

**Follow-up:** Read PA Section on Resistance

**S7 \_\_\_\_\_ Sept 30 (W) Acceptance**

**Class:** Briefly describe the ad campaign that you have selected for your project and prepare a time line for this project (see <http://jscottarmstrong.com> under Educational materials/group process.

\* Assume you have the attention of the target market and they are open to change, how then do you gain acceptance? For example, how do you gain acceptance of the company whose ad campaign you will be evaluating?

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

**S8. \_\_\_\_\_ Oct 5 (M) Message**

**Class:** Using words and pictures to persuade. Please give Scott a hard copy of your time line for the project.

**Follow-up:** Read the section on Message

**S9. \_\_\_\_\_ Oct 7 (W) Attention and Media**

**Class:** Once you have the message, how do you get people to pay attention?  
How do you deliver the message to the target market?

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

**S10. \_\_\_\_\_ Oct 12 (M) 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

**S11 \_\_\_\_\_ Oct 14 (W) Exam preparation and project preparation**

**Class:** Finish up on content; handle your questions on the exam preparation and prepare for final presentations.

## **Oct 19: Fall break**

### **S12\_\_\_\_\_ Oct 21 (W) 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, although some focus on applications. They will be based on the lectures, which, in turn, are based on the book.

No decision aids of any type allowed.

### **S13\_\_\_\_\_ Oct 26 (M) ORAL PROJECT REPORT: Improving an existing campaign**

**Class:** Oral presentations on your project to improve a print ad

### **S14. \_\_\_\_\_ Oct 28 (W) Final class**

**Nov 9 by 4 PM (or sooner)**

**\*\*\* 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, but this must be done by Nov 9 at the latest. Grading is far from perfect, but as a matter of fairness, I do not negotiate grades.**