

August 30, 2010

# Marketing 224-003: Advertising – Fall 2010

T-Th 1:30-3:00 JMHH 370

## J. Scott Armstrong

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

We will follow this outline closely and change it only if we reach an agreement to do so. The electronic version is easier for you to use as it has links to key materials. Updates will only be provided electronically.

### Objectives

The objectives are to learn to apply:

- 1) evidence-based principles for developing and evaluating persuasive advertising campaigns
- 2) techniques for improved decision-making in advertising

Unique selling proposition for this course: If you follow the course as suggested, you will be better able to design and to evaluate an ad campaign than someone who has had 20 years of experience in the advertising business.

### Resources

*Persuasive Advertising (PA)* describes the basic steps involved in developing an effective advertising campaign. It provides 194 principles for creating persuasive campaigns. The principles are summarized as checklists. The book 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 are available at the University Book Store, the Penn Book Center, and [Amazon.com](http://Amazon.com).

The course also draws upon the [Adprin.com](http://Adprin.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 then. It provides support for *Persuasive Advertising*, such as spreadsheets for applications. It also describes *Techniques and Concepts for Advertising*. Self-directed exams are provided as aids to learning.

With respect to the readings, there is no need to go beyond the *Persuasive Advertising* book (PA) and the [AdPrin.com](http://AdPrin.com) 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. If you go into advertising, you will be expected to be familiar with this book and its examples. Nearly all of his advice about persuasive advertising has been included in PA.

### Format for the Class Sessions

It is recommended 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.

Here are some reasons to come to class:

- (1) To work through exercises that will to help you understand and remember the principles
- (2) To ask questions to aid your understanding of the principles
- (3) To gain feedback on how well you are able to apply principles to various tasks
- (4) To engage in active learning by formulating summaries of what you have learned and to plan applications
- (5) To get help from others
- (6) *Do work on your projects and get feedback*

*Do not use computers, phones, or other electronic devices during class.*

## Schedule

### Sept 9 Introduction & Creativity

**Class:** Why techniques and research findings are valuable in advertising.

\_\_\_ Prepare a Point-of-Purchase ad (AKA: Name Card) for yourself for this course.

\_\_\_ [Bose Ad Exercise](#) [[adprin.com](#) under Educational Materials/exercises]

We will discuss how to evaluate an ad.

\_\_\_ We will discuss how to find creative people, how to generate creative ideas, and how to implement creative ideas. Use these techniques to select a project.

\_\_\_ Form tentative groups with at least two people. Positions: Account manager; illustrator (& computer person); copywriter; media analyst. The group can be any size, but large groups are typically less creative and less productive. However, it is possible to use structured techniques to make large groups more creative than small groups (e.g., see [virtual groups](#) and other group techniques.

#### Follow-up:

1. Read this course outline and see if you have any questions or corrections. If so, send an [email](#) to the instructor.
2. Read the sections “Preface,” “Introduction,” and “Types of Evidence” in *PA*.
3. Take the five-minute “[Test your advertising IQ](#)” [[Adprin.com](#)]. Write your score on a piece of paper without your name. Submit the paper when you arrive at the next class.
4. Watch the video: “[Sample of a Traditional Advertising Proposal](#)” [[http://adprin.com](#) on Presenting Ad Proposals page] related to Ogilvy Advertising’s pitch to Bell Communications. Do the recommended exercise.
5. Study the creativity section on pages 278-286. Make plans to use the techniques in your group. For example, use the techniques to [select a name](#) for your group.

### Sept 14 Conditions & Information about the Product

**Class:** We will discuss how to identify the conditions that affect advertising. 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.

### Sept 16 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*.

### Sept 21 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.

### Sept 23 Complete Influence/ Emotion & Exposure

**Class:** Your oral presentation of your 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

### Set 28 Resistance

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

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

\_\_\_\_\_ **Sept 30 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.

\_\_\_\_\_ **Oct 5 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

\_\_\_\_\_ **Oct 7 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.

\_\_\_\_\_ **Oct 12 FALL BREAK**

\_\_\_\_\_ **Oct 14 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

\_\_\_\_\_ **Oct 19 \_\_\_\_\_ Media allocation**

**Class:** How much should you spend on the campaign in total and by media?

**Follow-up:** Study the [media section](#) on [Adprin.com](http://Adprin.com) and Appendix E of *Persuasive Advertising*

\_\_\_\_\_ **Oct 21 ORAL PROJECT REPORT: Improving an existing campaign**

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

\_\_\_\_\_ **Oct 26 Exam**

No decision aids of any type allowed.

\_\_\_\_\_ **Nov 4 or sooner \_\_\_\_\_ Submit all materials in hard copy to Scott's office by 4PM**

**Project: Audit and revise print ads for an advertiser** (Groups can be any size two and above)

Audit and improve a current print ad campaign for *high-involvement utilitarian product/service with news*:

- \_\_\_ 1) 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 the instructor)
- \_\_\_ 2) Pick one of their best ads, then do an audit using the end-of-chapter checklists to improve the ad.
- \_\_\_ 3) [Audit](#) an excellent ad from one of their closest competitors and calculate Armstrong's Index.
- \_\_\_ 4) Improve their ad
- \_\_\_ 5) Prepare an ad using what you think to be the best approach
- \_\_\_ 6) Audit your new ad
- \_\_\_ 7) Conduct copy testing on the old and new ads.
- \_\_\_ 8) Prepare persuasive [oral](#) and [written](#) management reports (using Appendix G from PA)
- \_\_\_ 9) Present oral report to the class
- \_\_\_ 10) Send a copy of the written report to the client. (cc to the instructor)

The project will be graded on the number and quality of the applications of principles and techniques and on how well it follows the checklist for writing a persuasive business report. To this end, start the projects early in the course and apply principles to them as we go along. *You are unlikely to remember principles and techniques unless you use them*, so this will help you on the exam – and, more importantly, after you graduate.

**House ad**

Prepare a print advertisement for your “ad agency” to solicit advertising from potential advertisers. The objective is to successfully apply as many techniques and persuasion principles as you can. Provide a management report to demonstrate the effectiveness of your ad. Include Armstrong's Audit and Copy Testing results.

**Exam**

There is one exam, and it will be at the end of the course. All of the exam materials will be taken from *Persuasive Advertising (PA)* and [advertisingprinciples.com](#) (AdPrin.com). They will be selected from the questions and answers provided as “Self-administered Exams” on [adprin.com](#), except that there may be one or two new WAPB ad pairs to analyze.

**Project: Audit and revise print ads for an advertiser**

(Groups can be any size 2 or above; Start with at least 3 in case someone drops out)

- \_\_\_ One-page management summary,
- \_\_\_ Seven-page maximum report
  - 1) A one-page management summary
  - 3) A maximum of seven pages of text with up to five additional pages for exhibits.
  - 4) a maximum of ten pages for appendices.

Please follow the “Checklist for Writing Management Reports” (on the AdPrin site) and include each individual's independent ratings of how well you followed the checklist items.

The Appendix should include at least:

- \_\_\_ AdPrin Audits of the ads
- \_\_\_ Evidence to support your recommended improvements
- \_\_\_ Your ability to create and meet the timeline (use the checklist to rate your success with the use of timelines)
- \_\_\_ Cover letter and replies from the client
- \_\_\_ Describe who was the outstanding contributor on the project (Optional and only applicable for groups of 3 or more)

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.

**Weights on grade elements**

10% House ad; 40% Project; 40% Exam

10% Creating a positive learning environment, making improvements to the website materials or syllabus, and adhering to the Ethical Statement.

AdPrin.com contains examples of excellent project reports.