

Aug 17, 2011

## **Marketing 224-001: Advertising Management – Fall 2011**

**Tues-Thurs 1:30-3:00 Room JMHH 260**

### **J. Scott Armstrong**

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

<b><u>Lecture</u></b>	<b><u>Date</u></b>	<b><u>Lecture Title (Key activities) ASSIGNMENTS DUE</u></b>
1	9/8	<b>Introduction; Creativity</b>
2	9/13	<b>Conditions; Product information</b> (Form groups)
3	9/15	<b>Information: Pricing &amp; Distribution</b>
4	9/20	<b>Influence-Pt 1</b>
5	9/22	<b>Influence- Pt 2; Emotion and Exposure</b> PROVIDE HOUSE AD TO INSTRUCTOR & EACH STUDENT
6	9/27	<b>Resistance</b>
7	9/29	<b>Acceptance</b>
8	10/4	<b>Message</b>
9	10/6	<b>Attention</b>
Fall break		
10	10/13	<b>Still media</b>
11	10/18	<b>Media allocation</b>
12	10/20	<b>Motion Media</b>
13	10/25	<b>Final Exam: In Class</b>

# Outline for Half-semester Course on Persuasive Advertising

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

This course is based on *Persuasive Advertising* (Palgrave Macmillan 2010). The goal is to summarize all useful knowledge about persuasive advertising in such a way that it can be understood and used by managers. It is designed to help you to understand how advertising campaigns should be conducted.

Fortunately, a large body of useful research has been published over the last half century. These findings are presented as understandable action-oriented principles. Many of these evidence-based principles challenge current practices in advertising. If you think you already know what works in advertising, try the “Test your advertising IQ” at <http://adprin.com>.

By using the material in this course you will be better able to design or evaluate persuasive advertising campaigns than can practitioners with many years of experience. Furthermore, these persuasive principles apply to many other aspects of life such as how to prepare a resume, convince your friends about an issue, make a persuasive speech, or write a management report. As a consumer, you will be better able to defend against advertising tricks.

In more general terms, the course is about persuasion. The principles apply to persuasion in all walks of life. One study estimated that “persuasion is one-quarter of the GNP.” The principles apply to persuasion in all walks of life.

The course is driven by <http://advertisingprinciples.com>, an award winning website. It contains a number of innovative features, such as self-administered exams. These include the questions that will be used in the final exam, along with the answers.

## 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 able to design and to evaluate an ad campaign better 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 and it remains as the #1 rated site. 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. Most of his advice about persuasive advertising has been included in PA.

### **Format for the Class Sessions**

It is recommended that *you do not read ahead in the book*. Learning best occurs 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 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 unless asked to do so, or unless during the working session part of the class.*

### **Suggestions for learning**

It is up to you to decide how to approach the course. If your concern is merely with getting credit, this should be relatively easy as I post the exams and the answers on the course site (adprin.com). But this is unlikely to allow you to make applications and it will not last in your memory. To do that, you will need to make applications in each session and in your individual work. You should then practice until you gain mastery. Your initial attempts at applications will often fail, so you should seek feedback from your group members and also from the instructor in the latter part of each session.

For easier access to the relevant materials, you will find many useful links on the electronic version of this syllabus. In addition, corrections and revisions will be provided only on the electronic version.

## Schedule

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.

### \_\_\_\_\_ S1 Introduction & Creativity

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

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

We will discuss how to evaluate an ad.

\_\_\_\_\_ Rate a set of print ads from “Which Ad Pulled Best.”

\_\_\_\_\_ We will discuss how to find creative people, how to generate creative ideas, and how to implement creative ideas.

#### **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](#)].
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.

### \_\_\_\_\_ S2 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.

- Form groups

**Submit** the signed Ethics Statement (see the last page of this syllabus)

**Follow-up:** Read PA chapters on Conditions and Evidence, and PA sections 1.1.through 1.3. Start house ad. Apply concepts and techniques for the section on “Names” on AdPrin.

### \_\_\_\_\_ S3 Information: Pricing & Distribution

**Class:** How to advertise prices – and how to set prices that can be effectively advertised. How to advertise different distribution channels of the product.

**Follow-up:** Read PA sections 1.4 and 1.5.

### \_\_\_\_\_ S4 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.

*From this point on, you should use the lectures to update your house ads during the class sessions. This will help you to remember the principles. Each of you should bring hard copies of your latest version of your house ad to each session so you can make application during the session and so you can seek feedback on your applications.*

### \_\_\_\_\_ S5 Complete Influence/ Emotion & Exposure

**Class:** Present your group report on Waste management (Oral only). Focus on application of techniques and concepts. Bring hard copies of your house ad everyone (two for Scott) and ask for comments on these sheets.

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

\_\_\_\_\_ **S6      Resistance**

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

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

\_\_\_\_\_ **S7      Acceptance & Copy testing**

**Class:** 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      Message & Copy testing**

**Preparation:** Copy testing: Prepare a short copy test for your house ad, and describe the plan that you would use to administer this test. Pre-test your procedure.

**Class:** Using words and pictures to persuade. Ask classmates to respond as if they were potential customers. Obtain suggestions that you can use to improve your copy testing procedure.

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

\_\_\_\_\_ **S9      Attention**

**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 PA section on Attention.

\_\_\_\_\_ **S10   Still media principles**

**Class:** Lecture on use of principle for still ads.

**Follow-up:** Read PA section on still media.

\_\_\_\_\_ **S11   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](#) and Appendix E of *Persuasive Advertising*

\_\_\_\_\_ **S12   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

\_\_\_\_\_ **S13      ORAL PROJECT REPORT: Ad campaign for your ad agency**

**Class:** Oral presentations on your project to improve a print ad. All teams must have their reports ready by this date. Bonus of 10-points for being on time. The time will be equally distributed among the groups.

\_\_\_\_\_ **S14      IN-CLASS EXAM (Final session)**

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](#), although one or two new WAPB ads might be used. No decision aids of any type allowed.

Submit all materials to Scott’s office by 5PM, Oct 25. Bonus of 10 points for on-time delivery.

### 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. Assume that you were writing a report as an internal management report. Include Armstrong’s Audit and Copy Testing results. The report will be graded on the number and quality of the applications of principles and techniques and on how well it follows the checklist for [written](#) management reports.

\_\_\_Five-page maximum report

- 1) A one-page management summary
- 3) A maximum of four pages of text with up to five additional pages for exhibits.
- 4) a maximum of ten pages for appendices.

The Appendix should include at least:

- \_\_\_ AdPrin Audits of the alternative House Ads
- \_\_\_ Evidence to support your recommended improvements

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.

### Take-home Exam

Ten pairs of ads from the WAPB series will be given to you. You will be asked to determine which ad is most effective in terms of recall. Use the [AdPrin Audit](#) and copy testing. You are free to work alone or to cooperate with others. You can submit either as an individual or as a group. The submissions will be scored based on picking the correct ad in each pair and in rated confidence that you have.

### In-class Exam

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](#). No decision aids of any type allowed. The best way to prepare for the open-ended questions is to simulate the testing situation by asking a learning partner to grade your exams.

### Weights on grade elements

%

20 *Ad agency campaign (Group)*

30 *Take-home exam (Individual or with others, as you like)*

30 *In-class exam*

20 *Class contributions.* This has five components. (1) an ability to apply things from the class to your house ad and project ad, (2) creating a positive learning environment in class, (3) making suggestions that lead to improvements in the website materials and syllabus, (4) on-time submission and preparation, and (5) adhering to the Ethical Statement at the end of this syllabus. You are welcome to provide me with evidence on how you met these criteria.

Grading is not perfect. Nevertheless it is not negotiable. If there is anything I need to know, it much be submitted by the last class of the course.

**Ethics statement for Mktg 224: Fall 2011**

You should respect and help others during the class. This implies that you get to class on time, do not leave during the class other than during a break, unless you are sick (and if you leave, remember to take your things with you and do not return), and do not use your laptop or any other type of electronic device unless asked to do so for an exercise. In addition, please use your name card at each session.

I have read the ethics statement for course conduct in the course outline and I agree to abide by this statement.

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Name (printed)

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Signature

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Date

**Your copy**

**Sign and submit this at the end of the course also, noting any problems you might have had.**

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Signature

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Date





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Name (printed)

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Signature

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Date

**Copy for the instructor**

**Submit by the second session, please**