

August 28, 2012

Marketing 224-001: Advertising Management – Fall 2012

Tues-Thurs 1:30-3:00 Room JMHH 270

File adv224-Syl-F-2012-R

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

<u>Lecture</u>	<u>Date</u>	<u>Lecture Title ASSIGNMENTS DUE</u>
1	9/6	Introduction; Creativity & Evaluation Techniques
2	9/11	Conditions; Product information
3	9/13	Pricing & Distribution
4	9/18	Influence (Waste Management exercise)
5	9/20	Emotion; Mere Exposure; Testing Ads
6	9/25	Resistance: Post HOUSE AD on Canvas
7	9/27	Acceptance (Ansett exercise)
8	10/2	Message
9	10/4	Attention
10	10/9	Still media (Present report on the first pair of ads on the take-home exam)
11	10/11	Media allocation
12	10/16	Motion Media
13	10/18	Final Exam: In Class

Take-home exam, Applications Report, and Ethics Statement due by noon. Hard copy in
10/25 Scott's mailbox and electronic versions also due.

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 advertisers, consumers, consumer groups, courts, and government regulators. 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. The 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 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 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. Evidence-based techniques for improved decision-making in advertising. Go to the [Learning by Objectives](#) page on adprin.com and complete the Tools and Techniques Spreadsheet.

Unique selling proposition: If you follow the course as suggested, you will be better able to design and 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.

The course also draws upon the 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*. It provides many print and video ads that illustrate good (and bad) applications of principles. 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), the AdPrin.com site and the references provided in the lectures. 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. His advice about persuasive advertising has been included in PA.

Suggestions on all presentations and written reports in this class

Assume that you were in an actual situation and present all written and oral reports from that role. In short, do not act like students! Use the appendices from *Persuasive Advertising* on how to make persuasive oral and written reports.

Format for the Class Sessions

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. This can be done when using the lecture slides should you miss a class session. Also, I will use this in class and ask people to write their responses before pushing on as to the evidence-based answers.

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 how to apply the principles and techniques
- (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

Some suggestions on what to do when you decide to come.

Do not use computers, phones, or other electronic devices during class unless asked to do so, or except during the working session part of the class. This refers also to your phones, which as you will know if you have given talks to groups are quite obvious and rude. I often get tired when sitting for a long time, so feel free to stand or walk around as you like.

If you miss class, the lectures are designed also for experiential learning. Use the “Slide show” mode and write your answers when advised. Again, do as you like, but you will remember little if you fail to write your answers first.

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 many of the exam questions and 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. Here are some [suggestions on learning](#) by objectives.

For easier access to the relevant materials, you will find links on the electronic version of this syllabus. Please send me emails on how to improve the syllabus

Grading

I use an “Assessment Center” for grading. The basic idea is to remove myself from the task of evaluating you or your work. Your task is to demonstrate that you have learned to understand and use evidence-based principles and techniques from this course. Someone other than me will assess the following measures, and they will be assessed against prior standards (thus, there will be no forced grade distribution). That is, you can cooperate to do well against classes from previous years. The following components will be used:

In-class Exam

There is one exam, and it will be in class at the end of the course. They use many of the questions and answers provided as “Self-administered Exams” on adprin.com (on AdPrin.com). 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.

In addition, questions will be based on material from the *Persuasive Advertising* book, as noted above, from the lectures (and related readings), and from the AdPrin.com site.

An independent grader will do the grading.

Take-home Exam

The take-home test is designed to assess your skills at evaluation and persuasion. Ten pairs of ads from the *WAPB* series will be provided 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 on the confidence that you have. In addition, please provide a one-page management report for each ad (in preparing the report, use the "Create Summary for Executive Report" as an appendix.) Imagine that you are submitting your report to a client. The client will expect you to know how many pages are optimal to keep their interest, yet provide full disclosure, so write a short report with hyperlinks as needed.

In addition to making predictions, you will be asked for your confidence. The scoring will give 5 points for each correct prediction. If you are "Fairly confident," your score will be multiplied by 1.5. If you are highly confident, it will be multiplied by 2. In addition, scores on the persuasiveness of the management report can add up to 5 points per ad. Thus, overall scores can vary from -100 to +150.

Please submit your take-home exam in **hard copy** and be sure to print the names of all people who contributed to the report. In addition, I need an **electronic copy** sent as an attachment to armstrong@wharton.upenn.edu with copy to alix.j.house@gmail.com

Applications page on Canvas

A requirement for gaining credit is that you prepare a one-page applications report (submit as hard copy) and an electronic version of that page with links to supporting materials. I think that the best way to make applications is to help a local organization with their advertising. Perhaps it is for a cause that you like. Or it might be related to the US presidential election, such as an audit of the candidates TV ads. Do something that is worthwhile to others. Another source of applications is the exercises and cases that I will present in class.

Requirements for credit in the course (and weight on grade elements)

The course is designed so that your grade will be determined by an assessment center procedure so that I do not have to make any judgments

%

50 Take-home exam (Individual or with others, as you like; I strongly recommend five people and no more, because the software is set up for a maximum of five people)

50 In-class exam (based on the lectures, the book, and the AdPrin.com website)

0 Self assessment of your ability to follow your code of ethics for this course. Required to be posted on Canvas to gain credit for the course

*Up to 10 Bonus points for high scorers on peer reviews of the one-page individual **Applications Report** on the course *techniques* that you applied. You are required to post this report on Canvas in order to get credit for the course. The report must be posted by 9/25. While this is not a large portion of your grade, applications provide the only way that you will be able to master techniques. While limited to one-page, you can design the page as you like. In addition, you can link to as many pages as you like in order to support your learning. Finally, you can update it as often as you like, up to the last day of classes.*

I do not grade attendance or class participation as these aspects have do not contribute to learning. So why come to class? Skill-training requires you to try to apply new techniques and principles, gain feedback on how well you have applied them, and make plans for new applications. These will be useful for your applications report.

If you are only interested in learning content, you will be able to do OK in this course. However, the course is designed for people who want to learn how to create and evaluate advertisements. Plus you can learn much about how to persuade in other aspects of life. Persuasion has been estimated to involve about ¼ of the GDP.

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.

_____ 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. Study the creativity section on pages 278-286. Make plans to use the techniques in your group work in your courses.

_____ S2 Conditions & Product Information

Class: We will discuss how to identify the conditions that affect advertising. Then we will move onto presenting information about the product.

- Find a learning partner

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

Follow-up:

1. Read PA chapters on Conditions and Evidence, and PA sections 1.1.through 1.3.
2. House ads exercise: Start by identifying conditions. Apply concepts and techniques from the section on “Names” on AdPrin. The house ad should include the names and contacts for all group members. It is advertising your group.

_____ S3 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.

Do the short exercise “[Predict Which Ad Pulled Best](#).” Located on the AdPrin website.

_____ S4 Influence

Class: Discussion of how to get others to take action. Apply these principles to an actual TV campaign, Waste Management.

Follow-up: Read PA section on influence principles.

_____ S5 Emotion & Mere Exposure; Lecture on Testing Ads

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 (Ansett)**

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**

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

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**

Class: Lecture on use of principles 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**

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

Follow-up: Read PA sections 9 and 10

_____ **S13 IN-CLASS FINAL EXAM (Final session)**

No decision aids of any type allowed.

10/25 Take-home exam, Applications Report, and Ethics Statement due by noon. Hard copy in Scott's mailbox and electronic versions also due.

Rankings of the Applications Reports

Please rank the Applications reports that are posted on Canvas, from “1” meaning that it was the most successful report in demonstrating applications. Ties are permissible. Include yourself.

The primary rule is that you are not allowed to discuss the ratings with others. So at the top of your ratings, please copy and sign this statement:

“I have not discusses peer ratings for this course with anyone else. I have reviewed the materials and the rankings are based solely on my judgment.”

Print your name

Date

Ethics statement for Mktg 224: Spring 2012

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.

Name (printed)

Signature

Date

Your copy

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

Signature

Date

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

Name (printed)

Signature

Date

Copy for the instructor

Submit by the second session, please