

March 9, 2013

**Marketing 224-004: Advertising Management – Spring 2013**  
**Tues-Thurs 10:30-12:00 Room JMHH 345**      File adv224-Syl-S-2013-R4

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

**Lecture    Date    Lecture Title ASSIGNMENTS DUE**

1	3/12	<b>Introduction; Creativity &amp; Evaluation Techniques</b>
2	3/14	<b>Conditions; Product information</b>
3	3/19	<b>Pricing &amp; Distribution</b>
4	3/21	<b>Influence (Waste Management exercise)</b>
5	3/26	<b>Emotion; Mere Exposure; Testing Ads</b>
6	3/28	<b>Resistance:</b> Post HOUSE AD on Canvas
7	4/2	<b>Acceptance</b> (Ansett exercise)
8	4/4	<b>Message</b> (Post Applications Report)
9	4/9	<b>Attention</b>
10	4/11	<b>Still media</b> (Present report on the first pair of ads on the take-home exam)
11	4/16	<b>Media allocation</b>
12	4/18	<b>Motion Media</b>
13	4/23	<b>Final Exam: In Class</b>

**Take-home exam, Applications Report, and Ethics Statement** due by noon. Hard copy in  
**4/25** Scott's mailbox and electronic versions also due.

**4/29** Rankings of Applications reports and a one-page report on your level of success in following the  
Ethical statement due by 5PM

# Outline for Half-semester Course on Persuasive Advertising

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

This course is based on [\*Persuasive Advertising\*](#) (Palgrave Macmillan 2010), which was a Finalist for AMA's 2011 Best Book in Marketing. 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. To find out what you know about works in advertising, try the "[Test your advertising IQ](#)" and "[Predict which ad puled best](#)".

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 195 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 lectures do not provide all of the details on the principles, so you will need to read the book.

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. To learn more about adprin.com, read the [adprin.com FAQ](#) prior to the second session. Also, sign up so that you receive notification of the news items as they are posted on the AdPrin site.

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 on research and on the experience of this famous 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.

## Format for the Class Sessions

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. For this reason, I recommend that you read the book after the lectures. This is just a recommendation. Do as you like. However, if you read ahead, do not get involved in the prediction exercises that I present in class as part of the experiential learning method that has proven to be effective in research on learning.

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

When you come to class:

*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.*

*Bring your house ad, and project work with you in class. I will provide time at the end of most classes to act as a consultant to you for your updates on these and other tasks you have.*

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 most of the exam questions and answers on the course site ([adprin.com](http://adprin.com)). [Test-taking helps one to learn content](#). 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 and learning materials. Corrections and revisions will be provided only on the electronic version. We will follow the schedule as it is written unless we agree to make changes. I do not change plans on the spot, nor do I recall the syllabus by heart. Please make suggestions and ask me questions by email. The primary way of communicating other than in class is by Canvas. If you are from outside Wharton and you do not know how to access canvas, contact [mktg-ITstaff@wharton.upenn.edu](mailto:mktg-ITstaff@wharton.upenn.edu).

**When making presentations in class. Assume that you were in an actual situation and present all [written](#) and [oral reports](#) from that role. Demonstrate that you know how to make persuasive oral and written reports.**

I encourage cooperation among groups to learn from various tasks. You can change groups according to the task.

*In conclusion, 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. Report any of your violations on the Ethics report that you submit at the end of the course.*

# 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.

This outline contains all the information you will need for preparing for each class. If you are uncertain, ask one of your classmates. If you are still uncertain contact the instructor by email saying what you have tried so far and explain how you understand the text.

## \_\_\_\_ 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: This is an ad for your “ad agency.” 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. Also you need to be able to demonstrate that it is an effective ad. So use the guidelines for persuasive management reports.

## \_\_\_\_ 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. POST HOUSE AD on Canvas.  
**Follow-up:** Read PA Section on Resistance
- \_\_\_\_ **S7 Acceptance**  
**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.

### REQUIRED FOR CREDIT

**4/25** Hard copy in Scott's mailbox due by noon:

- \_\_\_ **Take-home exam:** electronic versions also to Scott
- \_\_\_ **Applications Report,**
- \_\_\_ **Ethics Statement**
- \_\_\_ **House Ad**

**4/29** Rankings of Applications reports and a one-page report on your level of success in following the Ethical statement due by 5PM

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

I use an "Assessment Center" philosophy for grading. The basic idea is to remove myself from the task of evaluating you or your work as much as possible. Your task is to demonstrate that you have learned to understand and use evidence-based principles and techniques for advertising. 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:

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

*0 House Ad (You can do this to your standards of excellence)*

*0 Your point-of-purchase ad (You can do this to your standards of excellence)*

*Up to 10 Bonus points for 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 the last day of the course. 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 (or to provide an appendix). Finally, you can update it as often as you like, up to the last day of classes.*

In addition, you must participate in the **Waste Management** exercise

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. The classes can allow you to make such 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.

### In-class Exam

There is one exam, and it will be in class at the end of the course. It will 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, additional 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 to help ensure objectivity on my part.

### **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 on Canvas. You will be asked to determine which ad is most effective by using the [AdPrin Audit](#). You are advised to cooperate with others. The submissions will be scored based on (1) picking the correct ad in each pair, (2) the confidence that you have, and (3) 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. Decide how many pages are optimal to keep their interest, yet provide full disclosure. Write your report with hyperlinks or an Appendix. You can post details on Canvas.

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.

You are advised to work in a group. Please submit your take-home report 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](mailto:armstrong@wharton.upenn.edu).

### **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. Do something that is worthwhile to others.

Applications can also be made in the exercises and cases that I present in class. Applications outside of this class are also relevant, but do not report anything you do that is required for another course. The applications must be restricted to techniques and principles that you initiate.

### **Self-Certification for Advertising Principles**

The self-certification page must be submitted for credit, but it will not be graded.

## **Rankings of the Applications Reports – Mktg 224 S-2013**

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.

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.”

I will take these rating into consideration when assigning a grade to this component of the course.

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Print your name

Date



## **Ethics Statement for Mktg 224: Spring 2013**

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 on break time, 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. Do not even look like you are texting. In addition, please use your name card at each session. If you have other things to attend to, it is not necessary to come to class, and you need no excuse. The purpose of the class sessions is to help you to learn.

I have read and understand the ethics statement for this course and I agree to abide by this statement except that

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Name (printed)

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Signature

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Date

**Keep a copy for yourself.**  
**At the end of the course, please rate yourself using the next page.**

## **Ethics statement for Mktg 224: Spring 2013**

Here is how I rate myself on the ethics statement along with an explanation for the items on which I score less than a 10. Rate each item on a scale for 1 = little success to 10 + outstanding.

1. Respect for others during the class \_\_\_\_
2. Help others during the class \_\_\_\_
3. Get to class on time \_\_\_\_
4. Do not leave during class \_\_\_\_
5. Do not use your laptop or any other electronic device unless instructed to do so. \_\_\_\_
6. Use your name card at each session. \_\_\_\_

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Name (printed)

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Signature

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Date

### Certification Page for Advertising Principles and Techniques

This page is required for course credit, but it will not be graded.

1. I have studied the *Persuasive Advertising* book, and have spent about \_\_\_\_\_ hours on doing so.
2. I am confident that I could answer about questions about \_\_\_\_\_ % of the content in *Persuasive Advertising*.
3. I have spent \_\_\_\_\_ hours becoming familiar with the AdPrin website.
4. I have completed \_\_\_\_\_ % of the lecture materials on the AdPrin website.
5. I have followed the experiential format of the lectures in \_\_\_\_\_ all, \_\_\_\_\_ nearly all, \_\_\_\_\_ most, \_\_\_\_\_ some cases.
6. I have attached a page showing my use of the [tools and techniques](#) for advertising.
7. I have used the evidence-based checklist for [oral presentations](#) \_\_\_\_\_ times.
8. I have used the evidence-based checklist for [written presentations](#) \_\_\_\_\_ times.
9. I have completed the [multiple-choice exams](#) on the Adprin website. \_\_\_\_\_ yes \_\_\_\_\_ no
10. I have completed the [open-ended exams](#) on the Adprin website. \_\_\_\_\_ yes \_\_\_\_\_ no
11. I would be happy to submit a portfolio of my applications of principles and techniques to prospective employers or to the people paying for my education. \_\_\_\_\_ yes \_\_\_\_\_ no
12. I have kept a diary on my learning efforts and have spent \_\_\_\_\_ hours on all on my learning efforts relating to my studies centered on the materials in the *Persuasive Advertising* book and on AdPrin.com
13. I have applied the AdPrin Audit to \_\_\_\_\_ print ads and \_\_\_\_\_ commercials.
14. I would rate my skills with the AdPrin Audit as \_\_\_\_\_ Fair, \_\_\_\_\_ Good, \_\_\_\_\_ Excellent
15. I am familiar with all of the material that is referred to in the AdPrin FAQ.
16. I have examined the new evidence on the principle on the AdPrin site.
17. I am familiar with all pages on AdPin.com except for  
\_\_\_\_\_  
\_\_\_\_\_

Name (Please print) \_\_\_\_\_

Date \_\_\_\_\_