

August 12, 2014

## **Marketing 224 (001): Advertising Management – Fall 2014**

**Tu-Th 10:30-12 Room SHDH 1201**

File: adv224-Syllabus-F2014-R7

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

<b><u>Lecture</u></b>	<b><u>Date</u></b>	<b><u>Lecture Title</u></b>
1	8/28	Introduction; Creativity & Evaluation Techniques
2	9/2	Conditions; Product Information
3	9/4	Pricing & Distribution
4	9/9	Emotion; Mere Exposure; Testing Ads
5	9/11	Influence ( <i>Waste Management</i> exercise due)
6	9/16	Resistance
7	9/18	Acceptance
8	9/23	Message
9	9/25	Attention
10	9/30	Still Media
11	10/2	Media Allocation
12	10/7	Motion Media
13	10/14	Certification Report due plus oral reports
14	10/16	In-Class Final Exam (SUBMIT Certification report)

# Outline for Course on Advertising Management

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

This course is about persuasion. One study estimated that “persuasion is one-quarter of the GNP.” The persuasive principles apply to many other aspects of life, such as how to prepare a résumé, 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.

Fortunately, a large body of useful research has been published over the last century. The findings are presented as understandable action-oriented principles. Many of these evidence-based principles challenge current practices in advertising.

The course guarantee: If you are intelligent enough to benefit from a university, and if you follow the directions as specified, by the end of the course you will be better able to design and evaluate persuasive advertising campaigns than can most practitioners with many years of experience.

## Objectives

The objectives are to learn how 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.

## Learning Resources

There are many learning materials to choose from. You cannot do everything, so plan what you want to focus on and do those things well.

The text is [Persuasive Advertising](#) (Palgrave Macmillan 2010), which was a runner-up for AMA’s 2011 Best Book in Marketing. The goal is to summarize all useful knowledge about persuasive advertising in such a way that 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. Copies are readily available at the University Book Store and Amazon.com via hardback (new or used), Kindle, or Rental. The lectures do not provide all of the details on the principles and techniques, so you will need to read the book.

The course website is [Adprin.com](#). It won the Merlot Award as the best educational site in business and economics in 2004. It has been improved every year since then, but especially over the past year. It remains as the #1 rated site of 192 advertising sites on Merlot. 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. To learn more about adprin.com, read the [adprin.com FAQ](#). Also, follow the news items as they are posted on the AdPrin site. The website contains a number of innovative features, such as self-administered exams. These include questions that will be used in the final exam, many of them also with the answers.

I will send messages to you via Canvas. You can also use Canvas to communicate with others in the class. If changes are made to the syllabus, the revised version will be posted on Canvas. Please use Canvas for your PPT presentations.

You might like the short and interesting book *Ogilvy on Advertising*, based on research and on the experience of this famous practitioner. His book contains advice about how to construct an ad, find a job, and run an agency. Ogilvy’s recommendations have held up well over time. 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*.)

The instructor’s role, following Benjamin Franklin’s advice, is to provide useful knowledge through the learning materials. I can also provide feedback as to how well you are able to use the materials for those who are interested.

You cannot do all of the readings and learning exercises. Pick what you believe to be the most useful things for you. Use the Self-Certification pages as a guide (below) and record all that you do in your learning diary as you go. This will enable you to get credit for all of your efforts. By immediately summarizing what you learned, you can also retain more.

I suggest using a timeline and planning your efforts for the course. Alternatively, budget a certain number of hours per week that you will spend on your learning for this course. I suggest 4.5 hours.

### 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.

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 suggestions for applications

Each of the lectures contains more information than one can learn in an 80-minute session. I will go through them, emphasizing the more important principles and will use almost all of the experiential exercises. I will not show many of the advertisements due to time considerations. They also tend to overwhelm the message. When you do watch them, it helps to view them more than once to focus on the principle involved. You will be able to access them when you go through the slides in “Slideshow” format. The lectures are all available on AdPrin.com under educational materials.

When you come to class:

A. *Do not use computers, phones, or other electronic devices unless asked to do so.*

B. If you get tired when sitting, feel free to stand or walk around.

C. You will need to purchase a bound book to use as a diary (I recommend 9x12 or 10x13). This is part of the experiential learning approach. *Bring your diary to every class*; I will provide time at the end of classes to give you feedback about your diary.

If you miss class, use the “Slide show” mode as you go through the lectures and write your answers in your diary when advised.

### Suggestions for learning

If your concern is merely with learning content and getting credit, this should be relatively easy as I post most of the exam questions and answers on the course site (AdPrin.com). [Test taking helps one learn content](#) but is unlikely to last in your memory. To do that, you will need to make applications—practice until you gain mastery. Seek feedback from others and also from the instructor. I will try to save time for this at the end of most sessions. Here are some [suggestions on learning](#) by objectives.

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 I will communicate with you for general issue is by Canvas.

When making presentations in class: (1) Assume that you are in an actual situation and present all [written](#) and [oral reports](#) from that role; (2) 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. Smaller groups might be used for tasks such as the House Ad, Waste management, Ansett, and Gardenburgers. Work in any size group from 2 to 6. Feel free to change groups or to work alone.

# 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 information you will need to prepare for each class. If you are uncertain, ask your learning partner or ask the professor. The best time to ask is near the end of class when I provide time for planning and summarizing. If you are still uncertain, contact me by email saying what you have tried so far and explain how you understand the task.

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

**Class:** We will discuss why techniques and research findings are valuable in advertising. We will also discuss how to find creative people, generate creative ideas, and implement creative ideas. Find a learning partner.

### **Follow-up:**

1. Obtain a bound book to use as your diary for the course.
2. Read this course outline and see if you have any questions or corrections. If so, [email](#) the instructor.
3. Read the sections "Preface," "Introduction," and "Types of Evidence" in *PA*.
4. Take the five-minute "[Test your advertising IQ](#)." Record your score in your learning diary.
5. Study the creativity section on pages 278-286 of the text (*PA*).

## \_\_\_\_ 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 learning partner if you have not already done so.

**Submit** the signed Ethics Statement to the instructor (near the end 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 a group exercise. Imagine that you are forming a new ad agency. Prepare an ad for your "ad agency." Start by identifying conditions. Apply concepts and techniques from the section on "[Names](#)" on AdPrin.com. The house ad should include the names and contacts for all group members in this "agency." Also provide evidence that it is an effective ad. Use the persuasion principles for persuasive management reports and the techniques in the creativity chapter in *PA*.

## \_\_\_\_ S3 Pricing & Distribution

**Class:** We will discuss how to advertise prices and how to set prices that can be effectively advertised. We will also discuss how to advertise different distribution channels of the product.

### **Follow-up:**

1. Read *PA* sections 1.4 and 1.5.
2. Do the short exercise "[Predict Which Ad Pulled Best](#)." Record your score in your learning diary.

## \_\_\_\_ S4 Emotion & Mere Exposure; Lecture on Testing Ads

**Class:** Lecture followed by a working session involving planning for the Waste Management report.

### **Follow-up:**

1. Read *PA* sections on Emotion and Exposure
2. Study: [Predictive Validity of Evidence-Based Persuasion Principles: An Application of the Index Method](#)

## \_\_\_\_ S5 Influence

**Required:** Work through the Influence Lecture on your own using the experiential procedure. As you go through each principle, develop ideas for applying this to the Waste Management case. Do not look up any information about Waste Management. Also decide what earlier principles would be relevant to this case. Prepare a proposal to Waste Management for a campaign. Prepare a presentation by working in a group so

that you can practice techniques from the Creativity Chapter in *PA*. Use the [outline for advertising proposals](#).

**Class:** Present your group report on Waste Management (oral presentation only using PPT slides). Put yourself in the role of an agency as you do this and present a proposal that is persuasive. Focus on application of techniques and concepts. Each group will have no more than 20 minutes to try to gain acceptance for this proposal. Use the page on [presenting a proposal](#). This is a required task for credit in this course, but it will not be graded. Five point bonuses will be awarded to all who show up on time and prepared. Note that this task fits in with the Certification Procedure.

\_\_\_\_\_ **S6 Resistance**

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

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

\_\_\_\_\_ **S7 Acceptance**

**Class:** Assume you have the attention of the target market and it is 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?

Bring hard copies of your house ad for everyone (and one for the instructor) and ask for comments on these sheets. (Five point bonuses will be awarded to all who give it their best shot and who submit on time.)

**Follow-up:** Read *PA* section on Acceptance.

\_\_\_\_\_ **S8 Message**

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

**Class:** Test your house ad in class using classmates as if they were potential customers. Obtain suggestions that you can use to improve your copy-testing procedure.

**Follow-up:** Read *PA* 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 *PA* section on Attention.

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

**Class:** Lecture on the 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 on media?

**Follow-up:** Study the [media section](#) on AdPrin.com and Appendix E of *PA*.

\_\_\_\_\_ **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 Project Presentations**

Group presentations on your house ad or projects of your choosing. Time will be equally distributed. One objective is for you to apply [evidence-based techniques](#) for oral presentations. Use the [outline for advertising proposals](#).

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

The exam materials will be taken from the book *Persuasive Advertising (PA)* and [advertisingprinciples.com](http://advertisingprinciples.com) (AdPrin.com). Some will be selected from the questions and answers provided as “[Self-administered Exams](#)” on [adprin.com](http://adprin.com). (10-point bonus if the test is taken at this time.)

No decision aids of any type allowed. (10-point bonus if the test is taken at this time.)  
R4

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

### Grading policy

Bring your diary to every class, use it, and ask for reviews of your progress. Be sure to keep your diary up to date. Ask me to initial it each time I review it. If you do not have your diary with you, that is not good.

Your task is to demonstrate that you can use evidence-based principles and techniques *from this course*.

Each individual should do a certification report.

My interest is only in fairness. If you do well relative to good courses in the past, I will not be restricted by a need for a grading curve. If you do poorly as a class, then I will use a curve.

If there is anything I need to know, put it in writing prior to the due date for the final materials.

I do not negotiate grades.

### Components of the grade

Your task is to demonstrate that you have learned to use evidence-based principles and techniques for advertising. The following components will be used:

*40% In-class exam based on the lectures, book, and the AdPrin.com website. (10-point bonus if done at scheduled time)*

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. The test has three major sections:

\_\_\_\_\_ End-of-chapter questions from the book,  
\_\_\_\_\_ AdPrin.com, and  
\_\_\_\_\_ lectures.

Most of the questions and answers are posted on AdPrin.com at the start of the course for use as a learning exercise. Students from the Wharton School since 2010 have scores ranging from 35% to 99% with a median of about 80%. All of the end-of-chapter questions are posted on adprin.com.

*10%\_ Instructor’s evaluation of how much you contributed to helping others, adherence of the ethics standards, and demonstrations of skills and techniques during class.* I am biased towards people who take responsibility for their learning, who have a can-do attitude, and who put in a good effort.

*50% Certification report (Individual).* To be supported by your learning diary and by reference to class work that you believe to be your most impressive efforts *that were completed on time*. The report must be submitted before the required date. Ten bonus points if submitted on time.

### Certification Report

A requirement for gaining credit is that you prepare a certification report (submit as hard copy). The primary back-up will be your learning diary. In addition, you will need to demonstrate your use of principles and techniques by completing the House Ad Project.

Applications can also be made in the exercises and cases that I present in class. Do not report anything you do that is required for another course.

## Certification for Evidence-based Advertising Principles and Techniques

This *evidence-based advertising* course has been under development by Wharton Professor J. Scott Armstrong since 1990. It is designed to help people apply the cumulative knowledge developed from experiments on persuasion over the past century. In agriculture, industry, medicine, and other fields involving complex decision-making, experimental findings have led to substantial improvements in decision-making. To date, studies have shown that evidence-based advertising leads to “different” types of ads compared to those produced otherwise. In addition, ads that follow evidence-based procedures have been shown to be more effective than those that do not. In short, evidence-based principles help in creating and evaluating advertisements.

I certify that I have completed the following tasks in my efforts to learn advertising principles and techniques (inputs). I have also demonstrated tangible achievements (outputs). The links below take you to supporting information. *The primary supporting document is your diary.* The House Ad provides a way of demonstrating your skills.

### Inputs

I-1. I have studied the [Persuasive Advertising](#) book and have documented spending \_\_\_\_\_ hours doing so. (See my learning diary). The entries must be recorded on the day that you spent the time

I-2. I have documented in my diary that I have spent \_\_\_\_ hours becoming familiar with the AdPrin.com)

I-3. I have completed \_\_\_\_% of the lecture materials on the AdPrin website, spending \_\_\_\_\_ hours doing so. Support provided in my diary. . etc below.

I-4. I have followed the experiential format for \_\_\_\_ALL, \_\_\_\_MOST, \_\_\_\_SOME, \_\_\_\_NONE of the lectures.

I-5. I have used the evidence-based checklist for [oral presentations](#) in this course \_\_\_\_ times.

I-6. I have used the evidence-based checklist for [written presentations in this course](#) \_\_\_\_ times.

I-7. I have completed the [multiple-choice exams](#) on the AdPrin.com. \_\_\_\_ YES \_\_\_\_ NO

I-8. I have completed the [open-ended exams](#) on the AdPrin.com. \_\_\_\_ YES \_\_\_\_ NO

I-9. I have examined the [new evidence on the principles](#) that is published on the AdPrin site.

I-10. I have worked through \_\_\_\_ALL, \_\_\_\_MOST, \_\_\_\_SOME, \_\_\_\_NONE of the experiential exercises, either in a group setting or by myself.

I-11 I have used the \_\_\_\_Skill rating sheet and \_\_\_\_ the Mastery chart for techniques \_\_\_\_ and they are attached along with dates completed.

I-12 I have spent \_\_\_\_ hours using the checklist for applying advertising principles to the creation of ads.

I-13 I guided my work by using the attached time-line \_\_\_\_YES \_\_\_\_NO

I-14 I have done \_\_\_\_of the end-of-chapter questions except for the following chapters;

\_\_\_\_\_

I-15 I have documented spending \_\_\_\_\_learning hours in this course (back-up provided in my diary)

### Outputs



O-1. I have written and can provide a sample of a management report on advertising (e.g., the House Ad), which explains how it applies persuasion principles. \_\_\_\_ YES \_\_\_\_ NO

O-2. I have applied the [AdPrin Audit](#) to \_\_\_\_ print ads and provide a sample.

O-3. I have applied the [AdPrin Audit](#) to \_\_\_\_ commercials and provide a sample.

O-4. I have created a print ad and shown how it applies persuasion principles. \_\_\_\_ YES \_\_\_\_ NO

O-5. I have created a commercial and shown how it applies persuasion principles. \_\_\_\_ YES \_\_\_\_ NO

O-6. I provide samples of applications I have made of the techniques and principles. \_\_\_\_ YES \_\_\_\_ NO

O-7. I have written an advertising pitch and have checked it against the [recommended procedure](#). \_\_\_\_ YES \_\_\_\_ NO

### **Self-ratings**

Upon completion of this course of study,

S-1. I am confident that I could answer \_\_\_\_% of the end-of-chapter questions in *Persuasive Advertising*.

S-2. I attach a page demonstrating my mastery of the [tools and techniques](#) for advertising. \_\_\_\_ YES \_\_\_\_ NO

S-3. I know how to assess the quality of evidence. \_\_\_\_ YES \_\_\_\_ NOT SURE \_\_\_\_ NO

**Additional statement relevant to your grade.**

**Optional:** I have asked an expert(s) in the field to evaluate the success of my learning program, and they offered to write a testimonial in my support. That letter is attached along with their name and credentials. \_\_\_\_ YES \_\_\_\_ NO

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

## **Ethics Statement for Mktg 224: Fall 2014**

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: Fall 2014**

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

## **Ethics Statement for Mktg 224: Fall 2014**

You should respect and help others during the class. This implies that you

1. \_\_\_ respect others in the class
2. \_\_\_ help others to learn
3. \_\_\_ get to class on time
4. \_\_\_ do not leave during the class unless you are sick (and if you leave, remember to take your things with you and do not return)
5. \_\_\_ 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.
6. \_\_\_ 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

**At the end of the course, please rate yourself using the next page.**

### **Ethical behavior for Mktg 224: Fall 2014**

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.

- 7. Respected others during the class \_\_\_\_\_
- 8. Helped others during the class \_\_\_\_\_
- 9. Got to class on time \_\_\_\_\_
- 10. Did not leave during class \_\_\_\_\_
- 11. Did not use my laptop or any other electronic device unless instructed to do so \_\_\_\_\_
- 12. Used my name card at each session. \_\_\_\_\_

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Name (printed)

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Signature

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Date