

Marketing 265 (001): Principles of Advertising - Fall 2014

Tues-Thurs 1:30-3:00, Room SHDH 107

file: Syl265-F2014-R8

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

<u>Lecture</u>	<u>Date</u>	<u>Lecture Title (Key activities) ASSIGNMENTS DUE</u>
1	8/28	Introduction
2	9/2	Creativity and evaluation techniques
3	9/4	Conditions: Setting objectives
4	9/9	Conditions: Product & Target market; Target Market Research
5	9/11	Information: Product: Present your "House Ad" (print version)
6	9/16	Information: Pricing; Distribution
7	9/18	Influence I: Waste Management case preparation
8	9/23	Emotion; Mere Exposure
9	9/25	Influence II: PRESENT GROUP ORAL REPORTS ON WASTE MANAGEMENT
10	9/30	Resistance: Post your house ad (Internet version)
11	10/2	Resistance continued
12	10/7	Acceptance I:
	10/9	FALL BREAK
13	10/14	Acceptance II: Group reports for Ansett NZ
14	10/16	Testing ads
15	10/21	Message 1
16	10/23	Message II-continued
17	10/28	Attention 1
18	10/30	Attention 2
19	11/4	Media allocation
20	11/6	Motion media
21	11/11	The Pitch: Present proposal for the Ansett Case
22	11/13	Still media
23	11/18	Gardenburger Presentation
24	11/20	Present your 30-second commercial: House AD (Video version)
25	11/25	Legal Aspects of Advertising
	11/27	THANKSGIVING
26	12/2	Evaluating an advertising proposal: <i>Seducing these Men</i> .
27	12/4	Oral presentations on your house ad campaign pitch (or alternative)
28	12/9	In-Class Exam (SUBMIT Certification report)

Outline for Course on Principles of Advertising

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 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 on Canvas. You can also use canvas to communicate with others in the class. If changes are made on 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. (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.

Here are some reasons to come to class:

- (1) To make short presentations so as to get feedback on your applications (please email me in advance about what you would like to present and how long you will need)
- (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

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, assume that you are in an actual situation and present all written and oral reports from that role. Use the appendices from *Persuasive Advertising* on 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 done for other tasks such as the House Ad, Waste management, Ansett, Gardenburgers, and so on. Work in any size group from 2 to 6. Feel free to change groups or to work alone.

Schedule

We will follow the schedule closely. The electronic version is easier for you to use as it has links to key materials. Updates will 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

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

- 1) [Bose Ad Exercise](#) [[adprin.com](#) under Educational Materials/exercises]
- 2) We will discuss how to evaluate an ad.
- 3) 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 can make any improvements. If so, send an [email](#) to the instructor. I make many changes each semester, so there are always mistakes.
3. Take the five-minute “[Test your advertising IQ](#).” Record your score in your learning diary.
4. Read the [AdPrin FAQ](#).
5. Read the sections “Preface,” “Introduction,” and “Types of Evidence” in *PA*.

S2. Creativity and evaluation techniques

Preparation: Take the five-minute “[Test your advertising IQ](#)” [[Adprin.com](#)].

Class:

1. We will discuss how to find creative people, how to generate creative ideas, and how to implement creative ideas.
2. Form tentative groups with at least two people. The group can be any size, but large groups are typically less creative and less efficient. 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.)
3. **Submit the signed Ethics Statement** (see near the end of this syllabus)

Follow-up: Study the Creativity section on pages 278-286. Make plans to apply the techniques in your learning diaries.

S3. Conditions: Setting Objectives

Class: Advertisers should tailor their ads to the conditions. We will examine the key conditions to consider. Specifically, how firms should set advertising objectives and how this process might be improved.

Follow-up:

1. Those who have high expectations for their work in this course are invited to set objectives for learning by applying the objective-setting techniques, then to write a letter about objectives to Scott. For help, see “[Learning by Objectives](#).” (Optional)
2. Read the relevant section on Conditions/objectives in *PA*.
3. Start the [House Ad task](#): advertise your group as an ad agency; apply concepts and techniques for the section on “[Names](#)” on AdPrin. The house ad should include the names and contacts for all group members in the ad. Use the [Persuasion Principles Checklist for Creating Ads](#).

S4. Conditions: Product and target market; Lecture on target market research

Class: Further discussion of conditions; target market research

Follow-up:

1. Study the rest of the *PA* chapter on Conditions.
2. Do the short exercise “[Predict Which Ad Pulled Best](#)” and record your score in your diary.

S5. _____ Information: Product

Class:

- 1) Present your group's [house ad](#) (use PPT). Provide hard copies to each class member and to the instructor.
- 2) The lecture will discuss evidence on how to present information about the product and a work session will allow you to apply the principles.

Follow-up:

1. Read *PA* sections 1.1.1 up to 1.3.6.
2. Study: [*Predictive Validity of Evidence-Based Persuasion Principles: An Application of the Index Method*](#)

S6. _____ 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.

Follow-up: Read *PA* sections covered in class. If doing a project with a client, send letters to potential clients for a project (or contact them in other ways). Please copy me on your contact letters. Remember that the letter is an attempt to persuade.

S7. _____ Influence: Waste Management Class

Class:

- Discussion of how to get others to take action. We will describe the Waste Management report and ask you to apply principles.

Follow-up: Read *PA* section 2. Use the principles to propose a TV campaign for Waste Management. Use only the information that was provided in the prior session. Do not look up any information about Waste Management. Use the [outline for advertising proposals](#).

S8. _____ Emotion & Mere Exposure

Class:

- 1) Lecture on when and how to use emotion to persuade.
- 2) Present your most impressive application of a technique from this course to date. We will use [Gallery Writing](#).

Follow-up: Read *PA* Sections 3 & 4.
Start work on a [timeline](#).

S9. _____ Present Group Oral Reports on Waste Management

Class: Present your group reports on how to design a TV campaign for Waste Management. I will rate the oral reports based on an index of the number of techniques properly applied minus those incorrectly applied.

S10. _____ Resistance

Preparation:

Post your house ad on Canvas.

Class: How can you change opinions when people have already made up their minds or when their values do not allow for rational arguments? As we describe these principles, see how many you can apply to your advertising project or to another problem.

Follow-up: Read *PA* sections covered in class (5.1 to 5.7 probably)

S11. _____ Resistance (continued)

Class: Lecture & Exercises.

Follow-up: Read *PA* Sections covered in class (Sections 5.8 to 5.13 probably)

S12. ____ Acceptance

Class: Assuming that you have the target market's attention and that it is open to change, how do you gain acceptance? Introduce the Ansett New Zealand case.

Follow-up: Read *PA* Sections 6.1 through 1.8.

S13. ____ Acceptance (continued)

Class: 1) present your Storyboards for Ansett. We will use [gallery writing](#).
2) Lecture and in-class case on Ansett New Zealand Airline.

Follow-up: Read *PA* Sections 6.9 through 6.17.

S14. ____ Testing Ads

Preparation: Write five guidelines for creating questionnaires for testing the effectiveness of ads among a sample of subjects. We will use [Gallery Writing](#) to share ideas.

Class:

1. Short lecture followed by working session in which you will design copy tests for your advertising project (e. g., house ad).
2. Bring hard copies of your timelines to exchange with others. Also, rate your timeline against the guidelines prior to the class session. This is a good task to do with others.

Follow-up: Read *PA* Sections 7.1 to 7.7. Skim Don Dillman's [Internet, Mail, and Mixed-Mode Surveys](#) (the bible for survey research).

S15. ____ Message 1

Class: Using words and pictures to persuade.

Follow-up: Read *PA* Sections 7.8 to 7.13.

S16. ____ Message 2

Class: Finish lecture on Message

S17. ____ Attention 1

Class: Lecture and exercises. Introduce the Ansett Exercise.

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

S18. ____ Attention 2

Class: Lecture and exercises.

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

S19. ____ Media allocation

Class: Start [Gardenburger's Case](#), and watch the [video](#). Start a report showing how much to spend on the campaign in total and by media. Use the techniques from the lecture.

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

S20 ____ Motion and Sound Media

Preparation: Prepare a video commercial relevant to motion media. Use either an iPhone or Plotagon. The exercise takes about 2 people-hours; more time can, of course, lead to a better product. Use any topic you like. One possibility is to use the commercial to advertise your advertising agency (your house ad). Use the *Persuasive Advertising* chapter to guide you.

Class: Show your commercials and critique them. Also, try to get feedback on your commercial.

Follow-up: Read *PA* 10.1 through 10.3

S21.____ The Pitch: Present your report for Ansett

Class: PowerPoint presentation. Use the [outline for advertising proposals](#).

S22. ____ Still Media

Class:

1. Examination of print, billboards and other still media.
2. Start planning the 30-second commercial task: pick any idea, product, politician, or cause, and prepare a 30-second TV commercial using a smart phone or animation program such as [Plotagon](#).

Follow-up: Read *PA* section 9.

S23.____ Gardenburger Case

Preparation: Complete your analysis of the Gardenburger case.

Class: Present your group's analysis of the [Gardenburger Case](#) using persuasive techniques from [Appendix G](#). We will use [Gallery Writing](#) to examine your solutions. It would also help if you have PPT slides to support your analysis.

S24.____ Present your 30-second TV commercials for the house ad or for a product of your choosing

See description in lecture 21 above

S25.____ Legal Aspects of Advertising

Thanksgiving Break

S26.____ Evaluating an Advertising proposal: "Seducing these men"

Preparation:

1. 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.
2. Analyze the proposal described in the report "[Seducing these Men](#)" on [Adprin.com](#) under "[Evaluating Ad Proposals](#)." Use Appendix F from *Persuasive Advertising*. It helps to combine ratings for a group and to seek consensus.

Class:

- 1) Bring your questions and conclusions related to the "Bell Communication proposal."
- 2) Come with your individual ratings for the Subaru proposal. It is helpful if you work with others by summarizing the ratings and seeking consensus.
- 3) We will use gallery writing to share solutions.

S27,____ 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](#).

S28. ____ IN-CLASS EXAM (Final session)

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

No decision aids of any type allowed. No electronics.

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 in class, 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 grading 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 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 265: 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

Name (printed)

Signature

Date

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

Ethics statement for Mktg 265: 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. _____

Name (printed)

Signature

Date