This course is about persuasion. One study estimated that “persuasion is one-quarter of the GNP.” The persuasive principles apply not only to advertising but also 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 in this course as understandable evidence-based principles. Many of these principles conflict with current practices in advertising.

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.

Requirements

The course is designed for those interested in learning content and also those who are also interested in developing useful skills. (If you are especially interested in skill development, I suggest taking my course Marketing 265.)

Here are the requirements for getting credit (with the weights for grading in parentheses):

1. Complete a written proposal for an advertising campaign for “your advertising agency” (the house ad project) (0%)
2. Submit a Self-certification Report (0%)
3. Remarkable learning report: Written one-page management report (with links or an appendix), and a one-page letter to yourself (Written report). (0%)
4. Final exam (100%)

Requirements 1, 2 and three are designed to enhance skill training and enhance long-term retention of content. You will set the standards for the first two requirements and evaluate your own success. I will provide feedback along the way, but will not comment on the end-of-course versions of these materials. My only interest is in seeing how people were able to use the materials.

In short, your grade for the course will be based only on the Final exam. However, no credit will be provided until all materials have been submitted.

I will ask a third party to grade the exam, so I will have no influence on your grade. This is because grading interferes with learning. My hope is that you will all do well. The questions will be taken from the Persuasive Advertising book, the adprin.com site, and the experiential PowerPoint “Lectures”. The questions are posted on adprin.com (additional questions may be posted prior to the end of the course). This allows you to practice throughout the course to see your progress. The vast majority of the answers are also posted on AdPrin.com. In some cases, you will need to look up answers that are easily available in the book or on the website.
The Final exam questions will be taken from the Persuasive Advertising book, the adprin.com site, and the experiential PowerPoint Exercises. The questions are posted on adprin.com (some additional questions may be posted on adprin.com prior to the end of the course). This allows you to practice to see how you are doing as the course progresses and thus to get a good ideas of what your exam grade will be. Also, test taking helps one learn content. Here are suggestions for test taking that will enable you to more effectively retain the learning. If you follow this advice, you will score in the 90s.

1. Take the tests near the beginning of the course. This will induce frustration as to what you do not know and thus you will find that new information to be more meaningful when it fills in an answer during the course.
2. Take the first test very soon after studying material; the shorter the delay, the more you will retain. The study on test taking showed that learners lost about 30% of the content within five minutes.
3. Do the tests using short test-taking sessions. Avoid massed learning. Retest yourself after a week or so.
4. Repeat the tests after intervals of a week or more.
5. Do not discuss the exam with others. It is like a take-home exam.

I have been using these exams for a few years. Many students score in the 90s. If you follow the above suggestions you will also. In addition, you can predict that that the score you get will be about the same as the last time you take the practice exam.

In addition, you will earn a 5-pt bonus by taking the exam at the scheduled time and place (see schedule below). The grades will be assigned as follows (includes the 5-pt bonus): 101-105 = A+; 96-100 = A; 91-95 = A-; 86-90 = B+; 81-85 = B; 76-80 = B-; 71-75 = C+; 65-70 = C; 61-65 = C-; 56-80 = D+; 51-55 = D; 46-50 = D-; Under 46= F. I will be pleased if all of you get A’s.

Learning Resources

Instructor: Following Benjamin Franklin’s advice, this course is designed to provide useful knowledge along with suggestions on how to apply that knowledge. I believe that there is only one reliable source for scientific knowledge – experimentation. Thus, the content in this course is based primarily on knowledge from experiments. For a more detailed explanation, see Evidence-based Advertising.

I will send messages to the class via Canvas.

I am available to comment on your work during the latter part of the class. You can also give me hard copy of samples of your work. This offer is only good up to the start of the last week before classes.

Text: The text is Persuasive Advertising (Palgrave Macmillan 2010), a runner-up for AMA’s 2011 Best Book in Marketing (I refer to this book as PA onwards). PA aims to summarize all useful knowledge about persuasive advertising in such a way that it can be used by advertisers, consumers, consumer groups, courts, and government regulators. It is the only advertising book that provides evidence-based principles, and it is designed to help you to understand how advertising campaigns should be conducted. Copies are available at the University Book Store and Amazon.com. The lectures do not provide all of the details on the principles, so you will need to use the book.

Website: Adprin.com won the Merlot Award as the best educational site in business and economics in 2004. It has been improved every year since then. It remains the #1 rated site of almost 200 advertising sites on Merlot. It provides spreadsheets for applications and describes Techniques and Concepts for Advertising. It provides print and video ads that illustrate good (and bad) applications of principles. To learn more about adprin.com, read the FAQ and take a tour of the site/
In addition, there are resources to help you to run meetings, make presentations, gain acceptance for change, use research techniques such as conducting surveys, and more at Scott Armstrong’s Educational Materials.

Learning partner and learning groups: A learning partner can give you feedback on how well you apply the principles for the course problems, provide advice on finding and using the resources on the course website. That said, only individuals can solve problems. Do not use group meetings to create or evaluate the various problems posed in this class. Use your learning partner for feedback of your work. You can use Canvas to communicate with others in the class.

Class Sessions: If changes are made to the syllabus, the revised version will be posted on Canvas. Please use Canvas for your PPT presentations.

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 plan for applications

Each of the lectures contains more information than one can learn in an 80-minute session. I will go through them to emphasize the more important principles and will use many of the short exercises. I will not show many of the advertisements due to time considerations. 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.

I suggest that you do the readings after the lecture so as to go through the lecture in an experiential way. Use the “Slide show” mode as you go through the lectures and write your answers in your diary when advised.

When you come to class:

A. Do not use computers, phones, or other electronic devices unless asked to do so. That said, you would need them for the working sessions at the end of the classes.

B. Please bring a notebook to every class to serve as your diary. The primary purpose is to put your action steps for your applications and then describe how the applications turned out. I will provide time at the end of classes if you would like my feedback on your diary. Research on learning managerial techniques indicates that if you cannot articulate your learning you have not learned to use the technique.

C. When making presentations in class, assume that you are in an actual situation and present all written and oral reports from that role. Put your presentations on Canvas and ask your learning partner to comment on your presentations.

what you learned in your diary, you can also retain much more content

Please send me emails on how to improve the syllabus and learning materials. Corrections and revisions will be provided only on the electronic version.

I suggest using a timeline and planning your efforts for the course.

Here are some suggestions on learning by objectives
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. Small groups are useful for tasks such as the House Ad, Waste management, Ansett, and Gardenburgers. Feel free to change groups or to work alone.

**Overview of the Schedule**

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<thead>
<tr>
<th>Lecture</th>
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<th>Lecture Title</th>
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<td>Introduction; Creativity &amp; Evaluation Techniques</td>
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<tr>
<td>2</td>
<td>1/20</td>
<td>Conditions; Product Information</td>
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<tr>
<td>3</td>
<td>1/22</td>
<td>Pricing &amp; Distribution</td>
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<tr>
<td>4</td>
<td>1/27</td>
<td>Emotion; Mere Exposure; Testing Ads</td>
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<tr>
<td>5</td>
<td>1/29</td>
<td>Influence (<em>Waste Management</em> presentations by groups)</td>
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<td>6</td>
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<td>Resistance</td>
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<td>7</td>
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<td>Message</td>
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<td>9</td>
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<td>In-Class Final Exam</td>
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<td>14</td>
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<td>Present your Advertising Proposal</td>
</tr>
<tr>
<td>15</td>
<td>3/5</td>
<td>Remarkable Progress Report (Submit requirements for credit)</td>
</tr>
</tbody>
</table>

**Detailed 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 on Canvas.

This outline contains information you will need to prepare for each class. If you are uncertain, ask your learning partner. If that does not work, ask the instructor near the end of class. 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 notebook 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 Contract (near the end of this syllabus) to the instructor.

Follow-up:
1. ___Complete Lecture on Conditions and Product
2. ___Read PA chapters on Conditions and Product and take the end-of-chapter quiz.
3. ___House ads exercise: Imagine that you are forming a new ad agency. This can be done as a one-persin agency or you can work with others. 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.” 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. ___Complete Pricing and Distribution lectures
2. ___Read PA sections on Pricing and Distribution and take the end-of-chapter quiz.
3. ___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. Complete the lecture
___2. Read PA on Emotion and mere Exposure and take the end-of-chapter quiz.
___3. End-of chapter questions.
___4. Study: Predictive Validity of Evidence-Based Persuasion Principles: An Application of the Index Method

___ S5  Influence

Preparation: 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 that
20 minutes to try to gain acceptance for this proposal (less time if we will have more presentations). Use the page on presenting a proposal.

____ S6  Resistance
Class: Lecture/discussion on reducing resistance.

Follow-up:
___1. Complete the lecture
___2. Read PA on Resistance and take the end-of-chapter quiz.
___3. End-of-chapter questions.

____ 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 four hard copies of your house ad (one for the instructor), exchange with others and ask for comments on these them.

Follow-up:
___1. Complete the lecture
___2. Read PA on Acceptance and take the end-of-chapter quiz.
___3. End-of-chapter questions.

____ 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:
___1. Complete the lecture
___2. Read PA on Message and take the end-of-chapter quiz.
___3. End-of-chapter questions.

____ 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 and take the end-of-chapter quiz.

____ S10  Still media
Class: Lecture on the use of principles for still ads.

Follow-up: Read PA section on still media and take the end-of-chapter quiz.

____ 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: Methods for still and motion media.
Follow-up: Read PA sections 9 and 10 and take the end-of-chapter quiz.

___ S13 IN-CLASS FINAL EXAM

Class: 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 as well as from the end-of-chapter questions. (5-point bonus if the test is taken at this time.) No decision aids of any type allowed. Do not discuss the exam with others before or after this exam.

___ S14 Project Presentations

Class: Group presentations on your house ad or project 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.

___ S15 Submit all materials (Individual)

Class: Report to Funders of my education: Present that you believe to be your most impressive examples of applying techniques and principles. Use PPT. Do this in a way that is persuasive. Assume that the target market for your report is the person who is paying for your education. They would like you hear about your success in everyday language. Have they received a good return on their (and your) investment? Assume that they would like to know specifics and to see some impressive examples of what you accomplished and how you know that the techniques you mastered was useful. Avoid thing that might sound obvious, trivial, or very easy to learn. Leave them with a one-page management summary. Make that easy for them to read. Provide a copy to them prior to presenting this report in class so that you can report on their reactions

Bring a Letter to yourself. In this letter, make a plan to apply at least three techniques from this course over the next three months, Be explicit about which techniques and put a deadline on each as to when you will take the first step on implementation. Discuss this with your learning partner. Provide a copy of this letter to your learning partner and promise to send an email report on your accomplishments at the end of the three months.

Submit all requirements for the course.

Self-Certification

The self-certification track is available at no extra cost. It allows you to become certified for “Evidence-based Advertising.”

Budget a certain number of hours per week that you will spend on your learning for this course. I suggest 10 hours per week for those who want to improve their skills.

There are many learning materials to choose from. You cannot do everything, so plan what techniques and principles you want to focus on, and do them well. You will be much more successful if you create a proper timeline at the beginning of the course.

Consider how to impress a prospective employer. You cannot overburden them with material. If you do not already have a personal website, I suggest that you create one to link to samples of your work. The Certification Form is provided on the next two pages.
Self-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 over the past century. Research evidence demonstrates that ads that follow evidence-based procedures have been shown to be more effective than those that do not.

I certify that I have completed the advertising course. I list the tasks that I completed in my efforts to learn advertising principles and techniques (inputs) and my tangible achievements (outputs). I provide links (or an appendix) with supporting information.

Inputs

I-1. I have studied the *Persuasive Advertising* book and have documented spending _____ hours doing so. The entries were recorded on the day that I spent the time.

I-2. I have documented spending _____ hours for all of my learning efforts in this course. I recorded hours on each day that I spent time.

I-3. I have completed all of the experiential lectures on AdPrin.com. YES ___ NO ___

I-4. I have used the evidence-based checklist for oral presentations ___ times.

I-5. I have used the evidence-based checklist for written presentations ___ times.

I-6. I have completed the multiple-choice & T/F exams on AdPrin.com. YES ___ NO ___

I-7. I have completed the open-ended exam on AdPrin.com. YES ___ NO ___

I-8. I have done all of the end-of-chapter questions. YES ___ NO ___

I-9. I have examined the new evidence on the principles that on AdPrin.com. YES ___ NO ___

I-10. I have worked through all of the experiential exercises on AdPrin.com. YES ___ NO ___

I-11. I have used the skill-rating sheet and the mastery chart for techniques to guide my learning and they are attached. YES ___ NO ___

I-12. I have applied the Checklist of Advertising Principles to create ____ print ads, ____ video ads, ____ websites, and ____ radio ads.

I-13. I guided my work by using the attached timeline. YES ___ NO ___

I-14. I completed the self-training course for the Persuasion Principles Audit. YES ___ NO ___
Outputs

O-1. I have applied the **Persuasion Principles Audit** to ___ print ads.

O-2. I have applied the **Persuasion Principles Audit** to ___ video commercials.

O-3. I have applied the **Persuasion Principles Audit** to ___ websites.

O-4. I have applied the **Persuasion Principles Audit** to ___ radio commercials.

O-5. I have written an advertising proposal and have checked it against the **recommended procedure**. I have done this to the best of my abilities for a half-semester course. YES ___ NO ___

**Provide samples of your work to demonstrate your skills**

Independent testing

Q-1. I have taken an 80-minute test on my mastery of the content in this course. Professor Armstrong gave the test at the University of Pennsylvania on (date)_________. My grade on the exam was _______.

Optional:

I attach an endorsement by an advertising expert(s) who evaluated my ability to apply advertising principles and techniques.

Name of Independent Evaluator (PRINT) _____________________________

Relationship to You (e.g., “Learning Partner”) _____________________________

Expertise of Evaluator _____________________________

Evaluator’s Signature _____________________________ Date _____________

Your Name (PRINT) _____________________________

Signature _____________________________ Date _____________

This Certification Report form has been created by Professor J. Scott Armstrong at The Wharton School, University of Pennsylvania. He uses this in his course at The Wharton School to allow students to demonstrate their mastery of the content.
Contract for MKTG 224: Spring 2015

For the classes that you choose to attend:

1. I will always be on time for class.

2. I will not use my laptop, phone, or any other electronic device unless instructed to do so.

I understand the contract for this course, and I agree to abide by this contract, except:

______________________________________________________________________________
______________________________________________________________________________

Name (PRINT)

_________________________ __________________________
Signature Date

At the end of the course, please rate yourself using the next page.
End-of-course Contract Compliance for MKTG 224- Spring 2015

At the end of the course, check each item on which you followed your contract, otherwise leave blank:

For the classes that I chose to attend:

1. ___ I was always on time.

2. ___ I did not use my laptop, phone, or any other electronic device unless instructed to do so.

Name (PRINT)

Signature                                      Date