

Marketing 265 (001): Principles of Advertising - Spring 2015

Also available as an Internet Course for registered students at the University of Pennsylvania or for those outside the U of PA.

Tues-Thurs 1:30-3:00, Room JMHH 350

file: Syl-265-S2015-R26

J. Scott Armstrong

Office: 747 Huntsman, Office Hours by appointment:

Phone: 215-898-5087 (w); 610-622-6480 (h); Fax: 215-898-2534 (w)

Email: armstrong@wharton.upenn.edu; Website: <http://www.jscottarmstrong.com>

Objectives

“Advertising is fundamentally persuasion.” [Bill Bernbach](#), 1960

The learning objectives are to gain skills with:

1. *Evidence-based principles for developing and evaluating persuasive advertising campaigns.* A 15-year effort to summarize a century of research led to 195 persuasion principles.
2. *Evidence-based techniques for improved decision-making in advertising.* There are more than 24 useful techniques. Go to the [Learning by Objectives](#) page on adprin.com and complete the [Tools and Techniques Spreadsheet](#).

Content: One study estimated that “persuasion is one-quarter of the GNP.” The persuasion principles apply not only to advertising, but also to many other aspects of life, such as preparing a résumé, convincing your friends about an issue, making a persuasive speech, or writing a management report. As a consumer, you will be better able to defend against advertising “tricks.” This is made possible thanks to a large body of useful experimental research that has been published over the last century. The findings were summarized as understandable action-oriented principles over a 20-year period. Many of these evidence-based principles challenge current practices in advertising.

Guarantee: If you follow the directions as specified, you should be better able to design and evaluate persuasive advertising campaigns by the end of the course than most practitioners with many years of experience. Here is the [evidence](#). Learning times vary substantially across individuals. I estimate that it should take most people about 120 hours to do all of the activities described. However, self-directed learners can choose what aspects that to focus on.

Benefits of online learning

The Internet option allows you to (1) schedule your learning at times that are convenient to you, (2) revise your schedule as need be (e.g., for sickness or unexpected family events), (3) go through the materials at your own pace, which is especially important when solving the experiential exercises, (4) allocate your time to techniques that are most important to you.

A [small-scale test of a similar format at Stanford](#) found that students liked the online lectures of an economics course as it gave them flexibility. In addition, in a small-scale test with registered Stanford students, those who used the Internet version did better on the final exam than did those who attended the classes; However, that course focused only on learning content. My course can also aid in skill training; that requires practice and feedback from others and this can be done in class sessions.

Internet learning can also aid skill training. There are many reasons for this. See “[Natural Learning in Higher Education](#)” for a brief review the reasons and the evidence. In addition, Internet learners can try to find learning partners.

And of course, on-line learning is immensely less expensive.

The only negative for the Internet course is that you may want “certification.” I address this by offering a self-certification” process described above. Would prospective employers find this convincing as contrasted to having a course certified by an institution of higher learning? I expect that they would because the self-certification for this course is much more specific about the content of the course, what you did, and what you learned.

Requirements for University of Pennsylvania Students Seeking Credit

The course is designed for those interested in learning content as well as those interested in developing useful skills. Here is a listing of those [skills](#).

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

1. Present an advertising proposal for the [house ad](#) (or for a project of your choice) and put the written management report on Canvas under files (0%)
2. Submit the self-certification report on the last day of class. See description provided near the end of this syllabus. (0%).
3. Take the final exam in class on April 16 (100%)

Requirements 1 and 2 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.

I have been using these exams for a few years. Many students score in the 90s. In addition, you will earn a 5-point bonus by taking the exam at the scheduled time and place (**in class on April 16**). The grades (including the 5-point bonus) will be assigned as follows: 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-; 56-60 = D+; 51-55 = D; 46-50 = D-; Under 46 = F. By taking the tests on your own (most questions also have answers available), you will be able to predict your final score. If unsatisfied, retake the test (after an interval of a few days) until you achieve the score that you are aiming for. For additional information on how to improve your scores, see the advice under Self-Testing Materials in the “website” section below. 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](#).

For registered students at Penn, I am available to comment on your work during the working sessions at the latter part of the class. You can also give me a hard copy of samples of your work for comment. This offer is only good up to the start of the last week before classes end.

I am only available to communicate with University of Pennsylvania students who have registered for this course. To do so, I will put any announcements on Canvas, the basic medium for communication that the University of Pennsylvania. 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 PowerPoint presentations. In doing so, seek feedback from others with respect to your success in applying course principles and techniques. Please use email to communicate with me.

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](http://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](#).

The self-directed testing provided on this website will enable you to learn much more efficiently. [Test taking](#) helps one learn content. Holding study time constant, you will learn much more by self-testing than by spending the same amount of time reviewing the material. The AdPrin site provides "end-of-chapter self-testing" in which you can check the book and grade your answers. In addition, there are true-false, multiple choice, and open-ended tests in which you can grade your answers. The following suggestions will enable you to more effectively retain the learning:

1. Take the tests near the beginning of the course. This will induce frustration as to what you do not know, and you will find 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, so that you will have high retention. This 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.

Class Sessions: The purpose of the class sessions is to help you to gain skills with the 195 principles and 24 techniques relevant to this course. Registered students are welcome to come to any class sessions that they care to. Your time will be more efficiently spent if you come prepared.

Learning is aided if you consider how you would approach a problem prior to hearing about the evidence-based approaches. This is part of the "experiential learning" approach. Follow the procedure for each "experiential lecture" prior to coming to class. The experiential lectures are all available on AdPrin.com under educational materials. Go through the slides in "Slideshow" format. As you do this, you will also need the *Persuasive Advertising* book, as the PPTs do not include all of the conditions nor are the explanations sufficient for you to make applications.

As you go through each "experiential lecture," apply the principles to the main problem in the lecture (or posted on Canvas) and to the [House ad project](#) (or to another relevant project). In class, we will typically start off using "gallery writing" by asking you to describe applications of techniques and

principles to the House ad (or to your project). On occasion, you will be asked to exchange the latest version of your House ad (or project) with others to gain feedback, so always bring a hard copy of latest version of your house ad with you.

Here are some additional reasons to come to class:

- (1) Make short PPT presentations to get feedback on your applications
- (2) Ask questions to aid your understanding of how to apply the principles and techniques
- (3) Gain feedback from other participants on how well you were able to apply principles to various tasks
- (4) Discuss new problems that the instructor that might pose for in-class solutions
- (5) Meet with your learning partner or project group
- (6) And, on occasion, to hear a short lecture.

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.

You cannot do all of the readings and exercises. Pick what you believe to be the most useful things for you and put these on your timeline.

Suggestions to Internet Students

You might want to find learning partner. You can communicate with them by email.

Set a [timeline](#) that suits you. You are much more likely to be successful if you develop a proper timeline.

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. Link to the course syllabus. 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 brief 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 one-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.

Overview of the schedule: See details on the following pages

<u>Lecture</u>	<u>Date</u>	<u>Key Activities</u>
1	1/15	Introduction to Evidence-based Advertising
2	1/20	Creativity & Evaluation Techniques
3	1/22	Conditions I: Objectives, Product & Target Market
4	1/27	Conditions II: Target Market Research
5	1/29	Information I: Product
6	2/3	Information II: Pricing & Distribution
7	2/5	Influence I: Waste Management Workshop
8	2/10	Emotion & Mere Exposure
9	2/12	Influence II: Waste Management PPT Presentation
10	2/17	Resistance I
11	2/19	Resistance II
12	2/24	Acceptance I: Ansett New Zealand Workshop
13	2/26	Pretesting Ads: Copy-testing
14	3/3	Acceptance II: Ansett New Zealand Presentation
15	3/5	Message I: Website Design to Advertise your Agency
		SPRING BREAK
16	3/17	Message II
17	3/19	Present Copy-testing Report
18	3/24	Attention I
19	3/26	Media Allocation Workshop
20	3/31	Gardenburger Presentation
21	4/2	Motion Media
22	4/7	Still Media
23	4/9	Legal Aspects of Advertising
24	4/14	Evaluating an Advertising Campaign: <i>Seducing these Men</i>
25	4/16	In-Class Exam
26	4/21	Presenting a Proposal for your House Ad (or an alternative project) to Clients-I
27	4/23	Presenting a Proposal for your House Ad (or an alternative project) to Clients-2
28	4/28	“Remarkable Progress” Report

Detailed Schedule

The class sessions will follow this schedule. The electronic version is easier to use as it has links to key materials. Updates will be provided electronically only on Canvas.

This outline contains information you will need to prepare for each class. If you are uncertain, ask your learning partner. If you are still uncertain, send an email saying what you have tried so far and explaining how you understand the task.

All of the lectures are available at the [Educational Materials](#) section of the course website.

S1. ____ Introduction to Evidence-based Advertising

Class: Introductory lecture

1. Find a learning partner and learn how the/she might be a good resource for an ad agency by using [non-directive interviewing](#).
2. Create and present your first ad for the course, a 30-second ad for your learning partner.
3. Review the course syllabus and website online to see what questions you have.

Follow-up:

1. Obtain a book to use as your diary for the course. The diary is for planning and making applications.
2. Read this course outline and see if you can make any improvements. If so, send an [email](#) to the instructor. There were major changes this semester, so there will be mistakes.
3. Take the five-minute “[Test your advertising IQ](#)” evaluation. Record your score in your learning diary.
4. Complete the Introduction lecture on the Educational Materials [section](#).
5. Read the sections “Preface,” “Introduction,” and “Types of Evidence” in *Persuasive Advertising (PA)*.

S2. ____ Creativity & Evaluation Techniques

Preparation:

1. Work through the [Creativity and Evaluation lecture](#).
2. Study the Creativity and Evaluation section on pages 278-292 of *PA*.
3. Apply the creativity and evaluation procedures for selecting a
4. Use the section on “[Names](#)” on AdPrin.com to select a name for your “advertising agency.”
5. List the creativity and evaluation techniques that you will use to develop your [house ad](#), then create your first one-page print ad.

Class:

1. Registered students should submit the signed Contract Statement (see near the end of this syllabus)
2. Present your agency name. Describe how you developed and tested the name. List the creativity and evaluation techniques that you applied. We will use [Gallery Writing](#).
3. Explain how you applied techniques for your first ad. Again, We will use [Gallery Writing](#).

S3. ____ Conditions I: Objectives, Product & Target Market

Preparation:

1. Do the lecture on conditions
2. Apply the objective-setting process from *PA* to set objectives for your “Advertising Agency.” ([house ad](#)).
3. Read the [AdPrin FAQ](#).

Class:

1. Exchange your objectives for your agency with someone you do not know. Rate each other’s objectives by using the objectives checklist on page 285 of *PA* .
2. Meet with other members of your “Agency” to reach [consensus](#) on the objectives. Before starting, use the checklist.
3. Develop a USP for your agency.

S4. ____ Conditions II: Target Market Research

Preparation:

1. Complete the [Target Market Research](#) lecture.
2. Describe what techniques you should use from the lecture to select the target markets for your advertising agency. Develop instruments to assess the target market for your agency. Become familiar with Don Dillman’s [Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method](#).
3. Apply the guidelines for objective setting for your activities in this course (Use the checklist in the *PA*, page 24).

Class: Ask other members of the class to complete your target market survey. Then, seek inputs on how to improve your target market survey.

S5. ____ Information I: Product

Preparation: Go through the Product lecture. Use that along with what you have learned previously, and the [checklist of advertising principles](#) to prepare a one-page print ad for your ad agency – to go into a magazine where advertisers might look for a new ad agency. Use *PA* to guide you. Provide alternative print ads.

Class: Bring hard copies of the print ad for your [House Ad](#). Be prepared to explain how you applied the product principles. Exchange ads with your learning partner and others. Seek feedback on your applications.

S6. ____ Information II: Pricing & Distribution

Preparation: Work through the lectures on pricing and distribution. How many principles can you apply to your house ad (or project)?

Class: We will use gallery writing to learn about your applications of pricing and distribution. If time allows we will also start the Waste Management preparation, the one group project for the course.

S7. ____ **Influence I: Waste Management Workshop**

Preparation:

1. As described in the lecture on Influence, assume that Waste Management has come to you for a proposal for a TV campaign. Go through the lecture and prepare your proposal individually. Do not look up any information about Waste Management. Focus on the Influence principles, but also try to apply the principles to date by using the [checklist of advertising principles](#).
2. Use *PA* to guide you in using the principles and techniques.
3. Use the [outline for advertising proposals](#) to develop a proposal.
4. Print out a copy of “[Guidelines for problem-solving meetings](#)” for use in class.

Class: In this class, you are asked to form a temporary agency to prepare a [PPT proposal](#) for the Waste Management case to be presented a week later. This will be a working session to try to meld your ideas with those from others in your group by using [formal group processes](#) and developing a group timeline for further work. In doing so, it is useful to appoint someone as a task facilitator. The case allows you to experiment with the creativity and evaluation techniques in *Persuasive Advertising*, pages 278-286. See how many of these you can use.

S8. ____ **Emotion & Mere Exposure**

Preparation:

1. Work through the lecture on when and how to use emotion to persuade.
2. Present the full-page print version of your [House Ad](#) (or other relevant project) to get feedback on how it might be improved.
3. Update your [timeline](#) for this course and rate it against the checklist.
4. Print out three copies of your timeline to bring to class.

Class:

1. Show how you were able to improve your House ad (or project) by using the Emotion and Mere Exposure principles.
2. Exchange your timeline with another person in the group, and each of you rate the other person’s timeline. Given that, try to improve your timeline.
3. Present your most impressive application of a technique from this course to date. We will use [Gallery Writing](#). State in operational terms what you did in such a way that people outside this course would understand. This is an introduction to the last session of the course where you will present your “Remarkable Progress Report.”
4. Final tune-up for the Waste Management report. Bring summaries of the checklists that you used for this problem (such as the Evidence-based Checklist for oral reports).

S9. ____ **Influence II: Waste Management PPT Presentation**

Preparation: Complete your proposal for the Waste Management role-play.

Class: Present your group reports on how to design a TV campaign to “top executives” from Waste Management. Develop procedures for gaining acceptance of your proposal. Use non-directive interviewing where appropriate during your presentation.

Follow-up: Summarize actions steps that you can use in other courses (or in your organization) to improve group processes.

S10. ____ **Resistance I**

Preparation: Assume that you were asked to prepare an advertising campaign on climate change. If you currently believe that dangerous manmade climate change will occur in the future, then assume that you were asked to design a campaign opposite to your beliefs; if you believe dangerous manmade global warming will not occur, prepare a campaign that it will. Feel free to find evidence on the issue. To do this, work through the Resistance lecture and apply the resistance principles. In addition, use *PA* to get a fuller description of the principles. Also, use the [checklist of advertising principles](#) to apply earlier principles.

Class: Workshop to prepare the climate change advertisements. Get suggestions and test things with your learning partner and others.

S11. ___Resistance II

Class: Bring your plan for a campaign to convince people to adopt your position on climate change. Specify the target market(s) and the media. Then describe what you believe to be the most effective two ads that you could use. Test them on others to determine which works best.

S12. ___Acceptance I: Ansett New Zealand Workshop

Preparation: Assume that Ansett New Zealand has come to you to develop a TV campaign. They believe they provide better airline service for their customers than Air New Zealand. They want you to present a campaign so that customers will believe it. Use the Acceptance Lecture and the *PA* chapter to prepare your storyboards. Do not look at the actual ads

Class: Workshop on the Ansett New Zealand case. We will use gallery writing so you can borrow ideas from others for your storyboards.

S13. ___Pretesting Ads: Copy-testing

Preparation:

1. Start writing questionnaires for testing the effectiveness of ads among a sample of subjects.
2. Work through the [Copy-testing lecture](#).
3. Skim Don Dillman's [Internet, Mail, and Mixed-Mode Surveys](#) (the bible for survey research) to make further improvements to your questionnaire.
4. Bring hard copies of your timelines to exchange with others. Also, rate your timeline against the guidelines prior to the class session.

Class:

1. Gallery writing to see how you have structured the copy-testing procedure and how it will be implemented.
2. Exchange timelines with another person that you do not know well and ask them to rate how well you applied the guidelines for a [timeline](#)

S14. ___Acceptance II: Ansett New Zealand Presentation

Preparation:

1. Revise your storyboards for Ansett.
2. Prepare a one-page management report to support your storyboard.

Class: Bring copies of your one-page management report for Ansett and the storyboards, enough to provide others in class to gain feedback. Provide a very short PPT presentation. Then we can watch the actual commercials and you can grade yourselves.

S15. ___Message I: Website Design to advertise your Agency

Preparation:

1. Work through the lecture on Message. Use the principles from the lecture to prepare a website to advertise your agency. Use the [checklist of advertising principles](#) section on message. Consult *PA* as you make the applications. Also, you can examine books on how to design a website, such as [Lynch, Patrick J. & Sarah Horton \(2009\)](#).
2. Read advice on how to write ads by [Ogilvy and other great advertisers](#). Apply their advice to the text on your website for the House Ad (or relevant project).

Class: Bring mock-ups of a website along with a list of the techniques and materials that you used to design the site. Exchange your mock-up with others. Get ideas on what checklists and tools can help with your website design. Apply techniques and principles to improve your website and to help others.

S16. ___Message II

Preparation: Continue work on the website.

Class: Present your revised website along with a one-page summary of the techniques and principles that you used (with links).

S17. ___Present Copy-testing Report

Preparation: Prepare a technical report on your copy-testing procedure and findings. Use the evidence-based guidelines for [written management reports](#).

Class: Present your copy testing report using PPT.

S18. ___Attention I

Preparation: Work through the lecture on [Attention](#). Then, use the [checklist of advertising principles](#) to apply the principles to the various versions of your House Ad. As you do this, use *PA* and relevant readings from the lecture.

Class: Bring hard copies of the print versions of your House Ad to exchange with others. Exchange ideas on how to more effectively include the attention principles.

S19. ___Media Allocation Workshop

Preparation:

1. Start [Gardenburger's Case](#) by watching the [video](#). Rate how effective it is by using the PPI.
2. Start a report analyzing how much to spend on the campaign in total and by media. Use each of the techniques from the lecture on media allocation.

Class: Exercises on how much to spend on advertising and how to allocate across media.

S20. ___Gardenburger Presentation

Preparation: Use the [media](#) section on [Adprin.com](#) and Appendix E of *Persuasive Advertising*. Complete your analysis of the Gardenburger case.

Class: Present your group's analysis of the [Gardenburger Case](#) by using persuasive techniques for [persuasive presentations](#). We will use [Gallery Writing](#) to examine your solutions.

S21. ___Motion and Sound Media

Preparation: Work through the Motion and Sound Media lecture and discussion to help you to develop a TV commercial for your ad agency (or other relevant project). Use a smartphone to create a video. In addition, create a radio advertisement (you can use your smart phone here also). The exercise takes about 2 hours; more time can, of course, lead to a better product. Prepare a commercial to advertise your advertising agency (your House Ad) or your project. Use the *Persuasive Advertising* chapter to guide you.

Class: Present your video commercial and radio commercial. Try to get feedback on your commercials. Then develop actions steps for improving your commercials. Count your success in terms of how many changes you plan to make.

S22. ___Still Media

Preparation: Work through the [Still Media](#) lecture to improve your House Ad (or your project).

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 smartphone or other device.

S23. ___ Legal Aspects of Advertising

Preparation:

1. Assume General Motors has come to you for advice on how to prepare for accidents that might be due to product defects. They would like a solution that leaves GM and the injured party satisfied and that saves time, money, and aggravation for both parties. Write how you would handle this problem *prior to working through the lecture*.
2. When you finish the lecture, write any revisions you would make to your previous advice.
3. Make changes to your house ad (or project) campaign based on ideas from the legal aspects lecture.

Class: 1. Gallery writing on your before and after solutions. Did they change? How?
2. Show how you used the ideas from the legal aspects lecture to your advertising campaign.

S24. ___Evaluating an Advertising Campaign: *Seducing these Men*

Preparation: Assume that you are in the advertising department of Subaru and that you were asked to review a number of advertising proposals to determine which advertising agency to hire.

1. Write in your diary how you would handle this problem.
2. Watch the video: "[Sample of a Traditional Advertising Proposal](#)" related to Ogilvy's pitch to Bell Communications. Do the recommended exercise. What techniques could you use from this exercise?
3. Individually, analyze the proposal described in the report "[Seducing these Men.](#)" Use Appendix F from *PA*. Write your reasons for each rating. It is up to the writer of the proposal to make sure you have what you need in order to make a high rating. Estimate the reliability of your ratings. Share your ratings with your learning partner and estimate of the reliability of each rating. Sign and state your ratings reliability.

Class:

1. Bring your questions and conclusions related to the "Bell Communication" proposal.
2. Come with your written individual ratings for the Subaru proposal, your reasons to support each rating, and your estimate of reliability. It is helpful if you work with others by summarizing the ratings and seeking consensus.
3. Submit the individual ratings to another person, someone you have not worked with, when you get to class. We will then analyze them.

S25. ____ IN-CLASS EXAM

The exam materials will be taken from *Persuasive Advertising* and AdPrin.com. Some will be selected from the questions and answers provided as "[Self-administered Exams](#)" on AdPrin.com and the end-of-chapter questions. There is a 5-point bonus if the test is taken at the scheduled time and place.

S27. ____ Present House ad (or other campaign) proposal

Preparation: Assume that a large firm is considering acquiring your agency. They would like you to make a proposal on how you would advertise this newly acquired firm. The time will depend on the number of people who want to make such a presentation.

Class: We will role-play the presentations. Those in my previous course were excellent! Tell me and if you would like your report to be taped.

S27. ____ Present House ad (or other campaign) as you would present a proposal (continued)

S28. ____ Mock interview for a job at an Advertising Agency

Preparation: Prepare a package consisting of your resume (tailored for a job in advertising), along with your certification report designed to get an interview.

Class: We will then assign roles to interviewers and interviewees, in which the latter will try to obtain a job offer. The interviewers will screen materials from a number of applicants and select two to interview, from which they will hire only one.

Contract for MKTG 265: 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

This Contract will also help you to learn something about yourself. It is a measure of self-control—one of the key measures of people who are successful in management. If you are not “programmed” at birth for self-control, there are things you can do to improve your self-control [like what?].

End-of-course Contract Compliance for MKTG 265: 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