

Dec 23, 2015

## Marketing 224 (001): Advertising Management – Spring 2016

Tu-Th 10:30-12 Room SHDH G86

File: adv224-Syl-S2016-001

1/13/16 to 3/4/16

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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 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 primarily in learning content. If you are especially interested in skill development, I suggest taking my course Marketing 265. That course also has an Internet option for in-residence students,

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

1. Complete a written 5-page proposal for an advertising campaign for “your advertising agency” (the [house ad project](#)) or an alternative project of your choosing (25%)
2. Submit a Self-certification Report (25%) See below.
3. Final exam (50%)
4. Participate in the three required classes (noted on the Schedule). (0%).

No credit will be provided until all materials have been submitted.

I will provide feedback along the way, but will not comment on the end-of-course versions of these materials. My primary interest is in seeing how people were able to use the principles and techniques

I will ask third parties to grade the requirements, so that I will have no influence on your grade. This is because I want to act as your coach in hopes that you will get a high grade. More important, it is to see if you can persuade people such as potential employers. (I will ask the assessors to assume that they are employers who are reviewing materials from job applicants in advertising.)

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. This allows you to practice throughout the course so you will know what grade you will get on the final exam. 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 Lectures and 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 idea 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 the score you get will be about the same as the last time you take the practice exam.

In addition, you will earn a 10-pt bonus on the exam by taking it at the scheduled time and place (see schedule below).

### **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 working sessions at 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, a 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. But this is up to you.

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 help you to apply the principles and techniques
- (3) To gain feedback on how well you are able to apply principles to various tasks

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.

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

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

<u>Lecture</u>	<u>Date</u>	<u>Lecture Title (The sessions with bold title are required for credit)</u>
1	1/14	Introduction; Creativity & Evaluation Techniques
2	1/19	Conditions; Product Information
3	1/21	Pricing & Distribution
4	1/26	Emotion; Mere Exposure; Testing Ads
<b>5</b>	<b>1/28</b>	<b>Influence (<i>Waste Management</i> presentations by groups) Required</b>
6	2/2	Resistance
7	2/4	Acceptance
8	2/9	Message
9	2/11	Attention
10	2/16	Still Media & Motion Media
11	2/18	Media Allocation
12	2/23	Evaluating an Advertising proposal
13	2/25	In-Class Final Exam
<b>14</b>	<b>3/1</b>	<b>Oral Presentation of your Advertising Proposal-Required</b>
<b>15</b>	<b>3/3</b>	<b>Remarkable Progress Report</b>

- If you must miss one of the required sessions, you must prepare and submit a written report on the topic.

**Submit Required Material by 5 PM March 14**

## 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 e 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.

Please use this schedule to help you develop your own timeline so it fits your schedule.

### \_\_\_\_ 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 consider using 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-person 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 than 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. In particular, the proposal must meet all requirements described for the [House Ad project](#). That will provide the primary basis for supporting your learning reports.

## **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 from which to choose. You cannot do everything, so plan what techniques and principles you want to focus on, and do them well.

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 \_\_\_\_\_ times, and the last time I took the test, my percentage score was \_\_\_\_\_ percent

I-7. I have completed the [open-ended exam](#) on AdPrin.com \_\_\_\_\_ times, and the last time I took the test, my percentage score was \_\_\_\_\_ percent when graded by \_\_\_ myself \_\_\_\_\_ another person.

I-8. I completed a test based on the [end-of-chapter questions](#) in [Persuasive Advertising](#) that was proctored at the Wharton School. My score was \_\_\_\_\_ percent.

I-9. I have attached the spreadsheet showing my familiarity with the 48 [Tools and Techniques](#) for advertising YES \_\_\_ NO \_\_\_

I-10. I have examined the [new evidence on the principles](#) 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 have worked through all of the [experiential exercises](#) on AdPrin.com. YES \_\_\_ NO \_\_\_ 4

I-14. I guided my work by using the attached timeline. YES \_\_\_ NO \_\_\_

I-15. I completed the self-training course for the [Persuasion Principles Audit](#). YES \_\_\_ NO \_\_\_

### Outputs

- O-1 I have applied the [Checklist of Advertising Principles](#) to create \_\_\_\_ print ads
- O-2. I have applied the [Checklist of Advertising Principles](#) to create \_\_\_\_ video ads
- O-3. I have applied the [Checklist of Advertising Principles](#) to create \_\_\_\_ websites.
- O-4. I have applied the [Persuasion Principles Audit](#) to \_\_\_\_ print ads.
- O-5. I have applied the [Persuasion Principles Audit](#) to \_\_\_\_ video commercials.
- O-5 I have applied the primary techniques for setting media [investments](#) for \_\_\_\_ campaigns
- O-6. I have written [an advertising proposal](#) and have checked it against [the recommended procedure](#). YES \_\_\_\_ NO \_\_\_\_
- O-7 I have applied the primary techniques for setting media [investments](#) for \_\_\_\_ campaigns
- O-8. I have written [an advertising proposal](#) and checked it against [recommended procedures](#). YES \_\_\_\_ NO \_\_\_\_

**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; Last Name First)\_\_\_\_\_

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.

Dec 23, 2015