

Feb., 2016

Marketing 224 (003): Advertising Management – Spring 2016

Tu-Th 10:30-12 Room SHDH G86

File: adv224-Syl-S2016-002

3/15/16 to 4/27/16

J. Scott Armstrong

Office: 747 Huntsman, Office Hours by appointment

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

Email: armstrong@wharton.upenn.edu; Website: <http://www.jscottarmstrong.com> ([educational materials](#) available)

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 understand:

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. 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. Final exam (75%)
2. Submit a Self-certification Report (25%) See below.
3. Do a 5-page “Advertising Proposal.” (Extra credit) on a topic of your choosing.

Also you must participate in the three required classes (noted on the Schedule), one being the exam.

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.

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 problem. 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. 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	3/15	Introduction; Creativity & Evaluation Techniques
2	3/17	Conditions; Product Information
3	3/22	Pricing & Distribution
4	3/24	Emotion; Mere Exposure; Testing Ads
5	3/29	Influence (<i>Waste Management</i> presentations by groups) -Required
6	3/31	Resistance
7	4/5	Acceptance: Submit a draft copy of your proposal Optional
8	4/7	Message
9	4/12	Attention
10	4/14	Still Media & Motion Media
11	4/19	Media Allocation
12	4/21	In-Class Final Exam -Required
13	4/26	Evaluating an Advertising proposal

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 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 me in the working sessions in the last part of each class. If you are still uncertain, contact me by email saying what you have tried so far and explain how you understand the task.

You can use this schedule to help you develop a timeline that 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.](#)”
5. ___ Study the creativity section on pages 278-286 of the text (*Persuasive Advertising*).

____ 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.

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 & Motion 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 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.

___ **S13 Evaluating an Ad Proposal**

Class: Obtain suggestions on how to improve your proposal. You must bring the written report that use the outline for advertising proposals.

April 2. Submit certification report by 5PM.

Self-Certification

The self-certification enables a student to become certified for “Evidence-based Advertising.” Your report should be believable. To be persuasive, it needs to show what you did *in detail*. It needs to report facts, not your opinions. Thus, if you have not kept a time log, do not guess how much time you spent. Provide links to published sources that you used. (But do not cite a paper that no one on your team has read). Avoid jargon unless it is explained.

Provide a cover letter. In that, you must provide a code of ethics or “oath” that you have followed. Write this oath at the start of the class and put it on the Internet to support the fact that it was written at the near the start of the class.

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.

Consider how to impress a prospective employer without overburdening 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. The research on the principles is summarized in [Persuasive Advertising](#).

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 can provide supporting information on items marked with an asterisk.

NAME (Last, First) _____ Date _____ Mkt 265

Please Print

Inputs

* I-1. I have documented spending _____ hours for all of my learning efforts in this course. I recorded hours on each day that I spent time. (Time log required showing task, time spent, and date.)

* I-2. 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. (Time log)

*I-3. I have completed _____ of the [experiential lectures](#) on AdPrin.com. Provide list in Appendix)

*I-4. I have used the evidence-based checklist for [oral presentations](#) _____ times. (show PI and details)

*I-5. I have used the evidence-based checklist for [written presentations](#) _____ times. (show PI and details)

I-6. I completed the [multiple-choice & T/F exams](#) _____ times and my most recent scores averaged _____%.. My actual score was _____% on the exam proctored at Wharton.

I-7. I completed the [open-ended exam](#) on AdPrin.com that was proctored by the Wharton School. My score was _____percent.

I-8. I completed the full set of the [end-of-chapter questions](#) 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 It shows my before and after ratings of mastery.

I-10. I have examined the [new evidence on the principles](#) that is 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, and _____ websites. Provide list.

* I-13. I have worked through _____ of the [experiential exercises](#) on AdPrin.com. (see list).

*I-14. I have guided my work by using the attached [timeline](#). Attach.

I-15. I have 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-6. I have applied the [Persuasion Principles Audit](#) to ____ websites.
- *O-7 I have applied techniques for setting media [investments](#) for ____ an advertising campaign. Provide one example.
- *O-8. I have written [an advertising proposal](#) and checked it against [recommended procedures](#). YES ____
NO ____ If Yes, attach.

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 _____

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.