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Marketing 224 (002): Advertising Management – Fall 2016

Tu-Th 10:30-12 Room JMHH F92

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10/25//16 to 12/08//16

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

UPDATED VERSIONS OF THE SYLLABUS WILL APPEAR ONLY ON CANVAS

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. This means that you could add value to advertising firms.

Course Design

The course allows you to take control of your learning so as to focus primarily on what you want to learn about persuasion and advertising. It provides learning materials on the [AdPrin](#) site. These include the self administered “experiential lectures.” You have control over when to do the on-line lecture and what pace to use. You go through the lectures to try to answer the questions posed, then click to see the evidence-based answers. You then try to apply the principles and techniques. When you finish the lecture and try to answer the “end-of-chapter questions. Then you go through the book to find the answers to the test. The end of chapter questions will be on the certification test. Come to class to get suggestion on your applications or to get answers to your questions. I will be at class every day. You can come at any time and leave at any time.

The course also reduces risk for you in that the exam questions and answers are provided on the AdPrin website. By practicing the exams, you should be able to score at least as high as you did the last time you practiced the exam

Objectives

The learning objectives are to gain skills in:

1. *Evidence-based principles for creating persuasive advertising campaigns.* A 15-year effort to summarize a century of research led to 195 persuasion principles. To my knowledge, these principles do not appear in any other book ([Armstrong 2011](#)).
2. *Evidence-based techniques for improved decision-making in advertising.* There are currently 48 useful techniques. Use the [Tools and Techniques Spreadsheet to guide your learning and track your progress](#). For example, one of these tools, the [Persuasion Principles Audit](#), will allow you to make accurate pretests of which of a set of ads (for the same product and brand) will be most effective.

Learning Resources

Instructor: My role is that of a coach. My responsibility is to provide you with (1) access to up-to-date evidence-based principles and techniques, (2) learning exercises, and (3) feedback about your ability to master the principles and techniques.

Your learning will be based on an independent certification procedure. Thus, I will not do any of the grading. My role is to help you impress the certification board. The class worked well in this respect.

I am available to comment on your work during the classes; however, if time is lacking, you may give me a copy to review and I will try to have it ready for you to pick up in-person by the next class.

For more information about me, see [my homepage](#).

Canvas is primarily for communication among the class members. In addition, I will send announcements to you. If changes are made on the syllabus, the revised version will be posted only on Canvas. Please contact me by email, not by Canvas.

Text: The text is [Persuasive Advertising](#) (Palgrave Macmillan 2010), a runner-up for AMA's 2011 Best Book in Marketing. The aim of *PA* was to summarize all useful knowledge about persuasive advertising so that advertisers, consumers, consumer groups, courts, and government regulators can use it. It is the only advertising book that provides evidence-based principles. Copies available at Amazon.com and the Penn bookstore. See [adprin.com](#) as needed for new findings and changes to the book. Part of the exam is based on the "end-of-chapter." The questions that are posted on the Internet and this is the part that students do poorest on. (In the past year, the grades on the the end of chapter exam ranged from 10% to 95% with an average of less that 60%. The lectures do not provide all of the conditions. You will need to use the book in order to *apply* the principles.

Website: [AdPrin.com](#) won the Merlot Award as the best educational site in business and economics in 2004 and is currently rated as the best of over 286 educational advertising sites on [Merlot](#). It offers spreadsheets for applications, describes [Techniques and Concepts for Advertising](#), and 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. If you see ways to make the site easier or more useful for students or would like to notify me of any errors, please send me an email.

In addition, there are resources to help you run meetings, make presentations, gain acceptance for change, use research techniques, and more on Scott Armstrong's [Educational Materials](#).

The course's experiential lectures are all available on AdPrin.com under the "Educational Materials" link. The self-directed testing provided on this website will enable you to learn much more efficiently. [Test taking](#) helps people learn content. Given equal study time, you will learn much more by self-testing than by reviewing the material.

AdPrin.com 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 for which you can grade your answers, along with an exam on advertising tools and techniques. The following suggestions will enable you to more effectively retain the learning:

1. Take the tests near the beginning of the course. This will enable you to determine what you do not know, and you will find new information to be more meaningful when it fills in an answer later in the course.
2. Take the first test very soon after studying material to have high retention. The previously mentioned study on [test taking also](#) showed that learners lost about 30% of the content within five minutes.
3. Take the tests in short sessions. Avoid massed learning. Retest yourself after a week or so.

Learning partner and learning groups: A learning partner can give you feedback on how well you apply the principles for the course problems and provide advice on finding and using the resources on the

course website. That said, only individuals can solve problem. 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. You can 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 come to class without preparation for the lecture. In addition, I will present short problems for you to solve as we go through the lectures. For example, in one lecture we will rate how persuasive are your resumes on a scale from 0 to 100, then show how you can improve your resume. To help on these exercises, bring your laptop.

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 principles involved. You will be able to access them only 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 on Canvas.

Here are some [suggestions on learning](#) by objectives:

When making presentations in class:

- (1) Assume that you are in an actual situation and present from that role;
- (2) Demonstrate that you know how to make persuasive oral and written reports.

Feel free to work in groups or to work alone.

Overview of the Schedule

<u>Lecture</u>	<u>Date</u>	<u>Lecture Title</u>
1	10/25	Introduction; Creativity & Evaluation Techniques
2	10/27	Conditions; Product Information
3	11/1	Pricing & Distribution
4	11/3	Emotion; Mere Exposure; Testing Ads
5	11/8	Influence (<i>Waste Management</i> presentations by groups)
6	11/10	Resistance
7	11/15	Acceptance: Submit a draft copy of your proposal Required
8	11/17	Message
9	11/22	Attention
	11/24	THANKSGIVING
10	11/29	Still Media & Motion Media
11	12/01	Media Allocation
12	12/06	Self-Certification Report
13	12/6	Evaluating an Advertising proposal
14	12/8	In-Class Final Exam -Required

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 by email or in the class.

The basic plan is to use the class sessions to apply the principles.

____ 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. ____ Read this course outline and see if you have any questions or corrections. If so, [email](#) the instructor.
2. ____ Read the sections “Preface,” “Introduction,” and “Types of Evidence” in *PA*.
3. ____ Take the five-minute “[Test your advertising IQ.](#)”
4. ____ Study the creativity section on pages 278-286 of the text (Persuasive Advertising).
5. ____ Take [end-of-chapter quiz](#) for each chapter you read right after you finish the chapter

____ 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. ___ Take [end-of-chapter quiz](#) right after you finish the chapter
3. ___ Complete the [Tools and Techniques Spreadsheet](#).

___ **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.
3. ___ Take [end-of-chapter quiz](#) for each chapter you read right after you finish the chapter.
4. ___ Do the short exercise "[Predict Which Ad Pulled Best](#)."

___ **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. ___ Take [end-of-chapter quiz](#) for each chapter you read right after you finish the chapter.
- ___3. Study: [Predictive Validity of Evidence-Based Persuasion Principles: An Application of the Index Method](#)

___ **S5 Influence**

Class: We will do the Waste Management case during this class. 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.

Follow-up:

- ___1. Complete the lecture
- ___2. Take [end-of-chapter quiz](#) for the influence chapter right after you finish the chapter.

___ **S6 Resistance**

Class: Lecture/discussion on reducing resistance.

Follow-up:

- ___1. Complete the lecture
- ___2. Take [end-of-chapter quiz](#) right after you finish the chapter.

___ **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 a print ad that you have created (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
- ___3. Take [end-of-chapter quiz](#) right after you finish the chapter.

___ **S8 Message**

Preparation: Prepare a short copy test for two versions of your print ad, and describe the instrument that you would use to administer this test.

Class: Test a print 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
- ___3. Take [end-of-chapter quiz](#) for right after you finish the chapter.

___ **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: ___ Take [end-of-chapter quiz](#) right after you finish the chapter.

___ **S10 Still media & Motion media**

Class: Lecture on the use of principles for still ads.

Follow-up: ___ Take [end-of-chapter quiz](#) right after you finish the chapter.

___ **S11 Media allocation**

Class: How much should you spend on the campaign in total and on media?

Follow-up:

1. ___ Study the [media section](#) on AdPrin.com and Appendix E of *PA*.
2. ___ Take [end-of-chapter quiz](#) right after you finish the chapter.

___ **S13 Evaluating an Ad Proposal**

Preparation: The most likely task you will encounter in advertising is to evaluate proposals for adopting an advertising campaign. Do the “[Select agency](#)” experiential lecture under “Lectures on Special Topics” If you are doing your own proposal, use the process to evaluate that.

Class: Present your analysis in class using PPTs.

Submit all materials in class or prior to the last class.

S14 IN-CLASS FINAL EXAM

Class: All questions and most answers are provided on AdPrin.com so you can take the exams and grade them yourself. 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.

Requirements

The course is designed for those interested primarily in learning content.

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. Attend the Required sessions (If unable to attend, submit your written solution prior to the class time.)
4. Optional: Do a 5-page “Advertising Proposal.” Pick a local organization and help them to improve their advertising or develop an ad campaign for an issue that you believe to be important. (This can earn extra credit, but it cannot damage your grade.)
5. Helping to make the class successful. A bit of extra credit to those who do things to make the course more valuable to others. You can remind me of what you did with a personal note at the end of the course.

I will ask third parties to grade the materials, so that I will have little influence on your grade. This is because I want to act as your coach in hopes that you learn to use the techniques and principles (and to earn get a high grade). More important, it is to see if you can persuade potential employers or clients. (I will ask the assessors to assume that they are employers who are reviewing materials from job applicants in advertising.)

The questions on the exam 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.)

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 in less time](#).

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.

4. 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 the answer during the course.
5. 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.
6. Do the tests using short test-taking sessions. Avoid massed learning. Retest yourself after a week or so.
7. 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. The median is around 90.

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 224

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.