Marketing
COURSE NUMBER: 22:630:601
COURSE TITLE: Advertising and Promotion

COURSE DESCRIPTION

To examine the advertising process with particular emphasis on the role of the Advertising Agency, and its clients. The course will review all forms of commercial communication including brand advertising, public relations, sales promotion, direct marketing as well as how to personalize your own brand. We will explore in-depth, how each method of communication plays a role in giving meaning to a product. The course will also look at procedures and best practices for setting promotional budgets, copy evaluation, media selection and planning, as well as measurement of promotional effectiveness.

COURSE MATERIALS

Recommended reading list

• Outliers by Malcolm Gladwell
• The Tipping Point
• Drive
• Ogilvy on Advertising
• The Anatomy of Buzz
• Positioning
• Thinking, Fast and Slow
• Insanely Simple
• Eat the Big Fish
• Disruption
• How Brands Work
• Direct Marketing Commonsense
• All Marketers Tell Lies

CLASS ORGANIZATION & ADMINISTRATION

A. Class Participation
Discussion questions for each case will be posted on Blackboard. These questions, however, will not be exhaustive and should not prevent students from raising other pertinent issues. Class participation will be evaluated as follows for the cases as well as the non-case study classes:

A: Consistent, high-level participation displayed through questions, comments, new insights, and analytical rigor. Original contributions that go beyond the mere restating of facts in the case and an ability to build on the comments of others will be rewarded.

B: Consistent contribution to class discussion through questions and answers. Shows evidence of originality.

C: Periodic contributions to class discussion with relevant comments and questions. Needs to be called upon to participate, but shows familiarity with the material.

D: Sporadic contributions to class discussion. When called upon to participate, does not show evidence of familiarity with the material.

F: Passive member of the audience. No contribution to class discussion. When called upon to participate, does not show evidence of familiarity with the material.

Needless to say, absences will seriously affect your participation grade. 3 or more absences from class without a university excused reason and without prior intimation will result in substantial reduction in points for class participation. Disruptive behavior inside the classroom would also hurt your class participation grade. You accept responsibility for any material or class credit opportunity missed due to absence from the class.

B. Project
During the course we will explore doing at least 2 projects. The first project will explore developing a campaign (storyboard for a 30-second TV ad and a print ad) for any existing or new brand that you will select. The focus of the project would be to develop a campaign that is focused on building the brand's equity based on the principles we learn in class. Therefore, the strategy for the ad you develop should clearly emphasize what your ad proposes to accomplish in terms of the brand's image. In other words, the ad that you create should be clearly tied into the strategy that has been determined as appropriate for the brand. You will present the ad and the strategy to the class on the dates mentioned in the schedule. The second project will be to position and promote brand ‘YOU’.

Your grade for this activity will depend on:

1. The creative brief.
2. The ad.
3. The presentation.

Note:
1. Adhering to the deadline is important. The project should be submitted immediately after class on the day of their presentation. Late submissions will receive a score of zero on the assignment.

2. Students who are absent from class during the presentation (even on the day when their group is not presenting) without a university-approved excuse will receive a project score of zero.

C. Case Summary
Each group will write-up two case summary. This summary will involve answers to the case discussion questions. The summary should not exceed five double-spaced pages (12 pt. Times New Roman Font).

D. Exam
The format and the day of the exam will be discussed in class. This will however be an essay style exam where you will be presented with a real problem, the communication objective and the subsequent campaign. You will be evaluated on the analysis of the case.

Peer Evaluation

It is critical that each group member contributes equally to the effort for group assignments. All of us have busy schedules juggling personal life, school-work, outside work, etc. So make sure that you will have the time to devote to group activities before you commit to this course. I take a dim view of “free-riding.” A peer evaluation form will be used to assess the contribution of each individual to the group effort. I will take the average of peer assessment scores for each student and multiply the group assignment scores with that to arrive at the student's project score. For example, if the group’s score is 100, and a student gets an evaluation of only 70% from other group members, the student's group assignment score would be 70% of 100 -- 70. A peer evaluation form is attached to the syllabus.

A few words about peer evaluation. This scale reacts to consensus. A team without clear-cut rating patterns will generally see minimal changes. Typically, those individuals that perform clearly above or below average will see an impact on their grade. Warning: I reserve the right to ignore or adjust peer evaluations where one individual was given a rating well below the others unless the team has attempted to deal with the situation. Poor communication is not the hallmark of either good business executives or teams. I expect that most problem situations will be brought to my attention well before projects are due.

FINAL GRADE ASSIGNMENT

Class Participation – 200

Presentations 1 and 2 – 100 (50 points each)

Case Summary 1 and 2 – 200

Final Project – 250

Exam (essay format case study) – 250

Total: 1000 points
Grades

A     93 and above
B+    87 to 92

There are no other grades for this particular course, unless you fail!

Grades are not negotiable. To be fair to the entire class, there are no opportunities for extra credit assignments, outside of the final case study and essay exam. Exceptions will not be made for individual students. Grades can be changed only if I have made an input or calculation error. I believe that we should maintain fairness and integrity. This means: (1) your opportunity to achieve a successful outcome should be maximized, and (2) the integrity of the grading system should be upheld by requiring a high level of performance from each student and rewarding those who perform at a superior level.

Marketing (22:630:601)

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>Introduction; What to Expect from the Course</td>
<td>None</td>
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<td>Lecture 2</td>
<td>Advertising agency and its works</td>
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<td>Lecture 3</td>
<td>The making of an ad – the brief</td>
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<td>Lecture 4</td>
<td>Ethical, Regulatory, and Environmental Issues</td>
<td>Case study</td>
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<td>Lecture 5</td>
<td>Ethical, Regulatory, and Environmental Issues</td>
<td>Student Presentation</td>
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<td>Lecture 6</td>
<td>Advertising Agency &amp; Strategy</td>
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<td>Lecture 7</td>
<td>Advertising Strategy</td>
<td>Case study</td>
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<tr>
<td>Lecture 8</td>
<td>Advertising Strategy</td>
<td>Case study</td>
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<td>Lecture 9</td>
<td>The Creative Process</td>
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<td>Lecture 10</td>
<td>Advertising Appeals &amp; Developing a Campaign</td>
<td>Project Discussion</td>
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<td>Lecture 11</td>
<td>Evaluating creative</td>
<td>Case study</td>
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<td>Lecture 12</td>
<td>Measuring Communication Effectiveness</td>
<td>Homework – best/worst ads</td>
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<td>Lecture 13</td>
<td>Effective and Ineffective Advertising</td>
<td>Student Presentation</td>
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<td>Lecture 14</td>
<td>Media Planning</td>
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<td>Lecture 15</td>
<td>Media: Traditional</td>
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<td>Lecture 16</td>
<td>Media: Internet</td>
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<tr>
<td>Lecture 17</td>
<td>Media: Internet</td>
<td>Student Presentation</td>
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<td>Lecture 18</td>
<td>Non-Traditional Advertising Forms and Other Issues</td>
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<td>Lecture 19</td>
<td>Direct Marketing</td>
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<td>Lecture 21</td>
<td>Case study</td>
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<td>Lecture 22</td>
<td>Sales Promotion</td>
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<td>Lecture 23</td>
<td>Outdoor and other mediums</td>
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<td>Lecture 24</td>
<td>Local advocacy as advertising</td>
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<td>Lecture 25</td>
<td>Public Relations</td>
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<td>Lecture 25</td>
<td>Open Day</td>
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<td>Project Presentations</td>
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<td>Project Presentations</td>
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<td>Exam</td>
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**Students with Disabilities**

Students requesting classroom accommodation are encouraged to contact me at the start of the semester so that we can make the appropriate accommodation.
PEER EVALUATION FORM FOR GROUP PROJECTS

Group Number:

Assign each team member a score out of 100 points based on each member’s relative contribution to the group effort. If all members contributed equally, each person should receive 100 points. You must rate yourself as well as your peers.

Name: Score:

1.

2.

3.

4.

5.

If you had a problem with a particular group-member, did you bring it to his/her notice in order to give that person a chance to improve?

Yes No

Justification for the assigned scores:

STUDENT INFORMATION SHEET
Please complete this form and return it to me by Jan 25
<table>
<thead>
<tr>
<th>Name:</th>
<th>What name do you prefer to go by?</th>
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<td>Phone Number:</td>
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Undergraduate/Graduate Degree(s): __________________________________________________________

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Please list any marketing courses you have already taken (including your undergraduate degree):

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Briefly summarize your work experience (title, organization, main responsibilities):

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Why this course? / What would you like to learn?

________________________________________

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Tell me something interesting about you (interests, hobbies, talents, etc.)
What is advertising, according to you?

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“I have read and understood the syllabus and pledge that any submitted work is my own”

Signed

Name:

Date:

Campus: Newark/New Brunswick