

Communications 211: Principles of Advertising
Fall Semester 2016
Course Syllabus

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Office Hours: M, W, F 10:00 – 11:00 a.m. or by appointment

Required Text: George E. Belch & Michael A. Belch, *Advertising and Promotion: An Integrated Marketing Communications Perspective*, 10th Edition, McGraw-Hill Irwin. Textbook or digital versions are available.

Course Objectives:

1. To introduce the student to the basic processes related to developing strategic platforms for a brand/entity and, from that platform, advertising and integrated marketing communications.
2. To demonstrate the breadth of advertising and communications approaches/tools available today.
3. To connect with and learn from a range of real world advertising/marketing professionals who will share examples from their successful advertising & communications careers and campaigns.
4. To provide the student with practical and relevant hands-on advertising/marketing problem-solving experience in a team environment consistent with the nature of the advertising industry.

Course Description:

Advertising and marketing communications are the means by which companies create an identity for a product, service, or company/organization and give these entities a face and a voice that can live in consumers' minds and help persuade them to act in the desired manner. Many think of advertising as the "fun" part of the business world. While the field can be very exciting, the development of effective, impactful advertising requires a disciplined blend of art, science, and thoughtful insight-based strategy and execution in order to succeed in today's complex, ever-evolving, and increasingly global business environment.

Advertising is such a fast-moving and fast-changing business that it would be impossible to teach a "definitive how-to course" in the field. Hence, this course is designed to provide an introduction to the basic ways of approaching the typical challenges and tasks in marketing/advertising/media planning today. We will cover brand, advertising, and media/contact strategic planning and in-market execution. We will examine theory, while also providing hands-on practice in developing and judging the range of necessary strategies and the creative ideas that emerge from them. We'll also review a range of ways to evaluate in-market efforts.

Because best practices in learning are as multi-faceted as the advertising topics we'll study, the course will use a combination of lecture, readings, cases, guest professionals, team and (optional) individual projects, and tests.

Weekly Schedules:

- Monday and Wednesday classes will be reserved for lectures, lively interactive class discussion, team work sessions, and team report-outs/presentations of assignments.
- Rumor has it that student attendance tends to drop off on Fridays, so our Fridays will be unique – and worth attending! During most Friday sessions, we will host "Talk Show Fridays." Most weeks, one of a broad range of successful industry executives will be our class guest, to be interviewed about her/his career, examples of successful advertising/marketing cases, and the skills and career approaches they believe lead to success in the person's given specialty area. Students will be allowed to ask questions. And – learning from these sessions will be included in course exams. These successful professionals are generously giving their valuable time to you; please show respect by showing up and learning from them.

Grading Approach

Class participation:	10%
Tests:	30% (15% midterm, 15% final)
Team Projects & Written Assignments:	60% (15% per assignment)
Extra Credit: Personal Brand Positioning	Optional individual assignment worth +10 points on team grades

Class Participation: 10%

Your instructor wants to quickly know you by your name and by your mind, and will nurture a classroom approach and environment to accomplish that. Your level of participation can determine your final grade – especially if you’re “on the cusp” where that 10% can make the “up” or “down” difference.

Showing up for class on time, awake, and fully engaged is a given. Equally important is coming prepared, having read the assigned readings and being ready to discuss material reviewed in class. Advertising is an industry driven to a large degree by opinion and the powers of persuasion, so feel free and make an effort to speak up, sharing your ideas, questions and point-of-view with the class. Discussion and debate are ways of assuring your understanding and adding valuable perspective, and it is not expected that there is “one right answer” or everyone will agree. The class gives you the chance to test your problem-solving skills and hone your skills as a communicator and strategic thinker in real time.

Tests: 30%

There will be two of them, to make sure you have gained a solid foundation of advertising knowledge. The midterm will be held after the mid-semester break and will focus on consumer behavior and research basics, targeting, brand positioning, and creative and connections strategy; the final will focus on means of reaching target audiences (via the paid media mix, social and word-or-mouth media, direct response, promotion, public relations, etc.) and business basics. The tests will cover information presented in class, guest visitors, and the readings. Each test is 15% of your grade.

Projects and written assignments: 60%

You will work in teams to create the key elements of the brand communications planning process, each leading up to in-market communications campaigns. To simulate the plan development process there will be a series of four projects, each representing 15% of your final grade. Each assignment represents an element of the total brand communications plan. They include:

- 1) Consumer Insights/Target Profile and Brand/Organizational Positioning
- 2) Creative Brief
- 3) Connections/Context Strategy and Basic Media Plan
- 4) Creative Recommendation/Campaign Idea

Taken together, the four project phases form a comprehensive advertising and IMC program. The class calendar is designed to allow teams to present team assignments in class. It will be critical to fit your presentations into the allotted time frame. Pre-presentation practice is highly recommended!

You will select a client from a short list of *real companies/brands*, each in need of an effective, breakthrough new advertising campaign. When you select a client, that company will be your focus for all project assignments in class. Details for each project phase will be provided in class.

Advertising is a team business. You will work in groups of four people. Groups have the advantage of sharing the work and teaching collaboration, key elements in the development of successful ideas. Members will evaluate each other’s contributions and are permitted to “vote a non-contributing member off the island.” Discuss such situations with the instructor first. The instructor will allow some time in class to work on the assigned projects.

Grading

Evaluation of advertising is often subjective or so it may seem in this course. But the instructor has researched and evaluated hundreds of advertising concepts in her career and will provide guidance and feedback with each assignment. A grades – just like advertising awards -- are reserved for exceptional work. In addition to the letter grades, you will receive written comments on each test or assignment.

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	64-66
B+	87-89	C	73-76	F	below 64
B	83-86	C-	70-72		

Deadlines:

Advertising professionals must meet deadlines. Their jobs depend on it. Assignments are due in class.

Original Work:

Originality is the hallmark of the advertising industry. Anyone caught plagiarizing or borrowing past or current content will receive a grade of "F" for the assignment. Consult the School of Communication Statement on Academic Integrity (attached) for more information.

Attendance:

The instructor does not recommend missing any class sessions as in-class exercises or homework could be given in your absence. Making up the missed work may not be possible. If you have to miss a class, make arrangements to get assignments from another student and complete them by the due date. Absences on the day of a test or when a project is due will not be acceptable. If you must be absent one of those days, you must contact the instructor in advance. You will be required to present medical or other emergency/ official documentation explaining your absence before you will be permitted to make up the exam.

Audibles:

As in the business world, plans in the academic world require a change in plans from time to time. The instructor reserves the right to make changes in the course schedule, assignments and materials presented to take advantage of new opportunities or time requirements. Your regular attendance, just as in the working world, is your best assurance of keeping up with changes that might occur.

Writing:

Every advertising & marketing position requires an ability to communicate effectively. Presentations, research findings, media plans, recommendations, memos, all depend on the ability to communicate *succinctly* and *persuasively*. Spelling and grammar matter in the formation of a brand identity. Your grades will suffer if your work has misspelled words or poor grammar; every error will deduct a point. You are a writer for life. Start practicing now.

Classroom Manners:

Turn off cell phones. Use laptops and pads for notes, not entertainment or You Tube. Be respectful of fellow students and be in your seat when class begins. Hold side conversations outside the classroom.

Tips for succeeding in the course:

- Attend class. If the instructor talks about it during class, it probably has some significance.
- You won't be assigned every chapter, but read the assigned text. The book is thick but an easy read: lots of pictures, ads, sidebars, etc. It could be the first and only reference book you may need on advertising.
- Proof & edit your work. Re-write, edit, and edit again. A typo can make a CEO look like an idiot.
- Don't try to eat an elephant in one bite. Keep up with the work.
- Present your ideas with conviction and persuasiveness. Provide support for recommendations.
- Style points count. A good looking paper or presentation has a way of earning extra points.
- Have fun. Advertising is still the "toy department" of the business world.

Class Calendar

This is the planned schedule of classes, topics, and guests. As in the advertising industry in general, this is subject to change based on last minute conflicts for guests or ability to cover topics adequately within the originally-allotted time.

MONDAY	WEDNESDAY	FRIDAY
AUGUST 29 Class overview and expectations; In-class exercise/assignment	31 Present student intro assignments READ CHAPTER 1	SEPTEMBER 2 Intro to Marketing and Advertising Industry History and Ad Devt. Process READ CHAPTER 2
5 Labor Day No Class	7 Consumer Behavior & Insights Pick teams & brand assignments READ CHAPTER 3 & 4	9 Talk Show Friday: Mark-Hans Richer READ CHAPTER 5
12 Secondary Research Census Overview READ CHAPTER 6	14 Qualitative How To & Quantitative Research The importance of sampling and statistics	16 Talk Show Friday: Dolores Kunda READ CHAPTER 7
19 Brand positioning overview Team assignments	21 Targeting, Target Prospecting Basics, & Target Segmentation READ CHAPTER 8	23 Talk Show Friday: Mindy Cultra
26 Team Presentations: Brand positioning Optional individual assignment: Personal brand positioning statement	28 Creative Planning & Intro to Creative Brief Team Creative Brief assignment	30 Talk Show Friday: Cheri Carpenter READ CHAPTER 9
OCTOBER 3 How advertising works Setting objectives	5 Work session in class on assignments; Ask questions, get feedback	7 Team Presentations of Creative Briefs
10 Mid-semester Break No classes	12 Finish Creative Brief Pres's "Lessons Learned" Day?	14 Talk Show Friday: Ray DeThorne Creative Assignment
17 Mid-Term Exam	19 Connection/Media Planning Overview Connections Brief Team Assignment READ CHAPTER 10	21 Talk Show Friday: Ryan Schram READ CHAPTER 11

MONDAY	WEDNESDAY	FRIDAY
24 The media mix; role of each medium; media terminology basics READ CHAPTER 12	26 Syndicated media sources and how media are measured and valued READ CHAPTER 13 AND 15	28 Talk Show Friday: John Muszynski
31 Team Presentations of Media Brief and Plan	NOVEMBER 2 New & "Beyond" Media: Sponsorship, Search, WOM, PR, Direct Response, Addressable Advertising	4 Talk Show Friday: Helen Katz
7 What is an idea? Brainstorming and Ideation Tutorial Creative Assignment	9 Advertising Testing: Concept Testing, Copy testing, In-Market Tracking, Metrics that Matter and Don't READ CHAPTER 18	11 Talk Show Friday: Chris Miles
14 Judging Advertising and Creative Ideas READ HANDOUT ABOUT EVALUATING ADVERTISING IDEAS	16 Team Creative Presentations READ CHAPTER 20	18 Talk Show Friday: Carla Michelotti
21 Team Creative Presentations (cont'd)	23 T-giving Holiday Break No class	25 T-giving Holiday Break No class
28 Ethics & Law in Advertising READ CHAPTER 21	30	2 Talk Show Friday: Jessica Ashley
5 Basic Training: How to Run a Meeting Business Writing Basics Presentation Tips	7 "Lessons Learned" Presentation	9 Last Day of Class Review for Final Class Feedback
12 Final Exam	14	16

APPENDIX

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

Technology (Info Provided by LUC)

This course will require the use of technology. While students are not expected to own any specific technology for this course, they will be required to use technology to access course content, to complete and submit assignments and to communicate with the instructor and other students outside of designated class times.

The University has provided each student with a Loyola network ID to access institutional resources. It is expected that electronic communication with students will be via the Loyola ID and Loyola's email system, which can be accessed at: <https://outlook.luc.edu/>.

Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service systems allows students, faculty, and staff on the University network to reset their own network password quickly and independently. Go to: <http://www.luc.edu/its/services/password-self-service.shtml> to learn more and to manage your password.

Course materials will be provided via the Sakai learning management system, which can be accessed at: <https://sakai.luc.edu/>. It is expected that students will access and submit assignments and other coursework via the Sakai system using their Loyola ID and password.

This course may include online activities such as live (synchronous) or outside of designated class time (asynchronous) activities. For online synchronous activities the instructor may require the use of computers with webcams and microphones. For these types of activities, it is expected that students have access to and setup the necessary equipment prior to the online class. To learn more about technology support for online course activities go to: <http://www.luc.edu/online/resources/technology/>.

Digital Media Services (DMS) manages and maintains a number of multimedia and digital media computer labs and services across the Lake Shore and Water Tower campuses. Students can visit the labs to checkout various technologies, receive consultation, and access various types of training for coursework. More information on hours of operation can be found at: <http://www.luc.edu/digitalmedia/>.

While the instructor will provide access to certain technologies and course materials within the Sakai learning management system, students may require additional technology support. The Information Technology Services (ITS) Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about Help Desk services and the hours of operation please go to: <http://www.luc.edu/its/helpdesk/>.