

Memo

To: Advertising Students
From: Dr. Smulowitz
Date: January 30, 2017

Subject: *Syllabus – COMM 330 Advertising Decision Making*

This is an introductory memo for Advertising Decision Making. This document includes an objective for the course, strategies for accomplishing that objective, the method by which you will evaluate the quality of this course, and how you will be evaluated for grading purposes.

Course Information:

One Show <http://www.oneclub.org/>
The Copy Workshop Resources <http://www.adbuzz.com>
The Media Guru <http://www.amic.com/Guru/index.html>

**on reserve in library*

Additional readings will be required throughout the duration of the course.

Prerequisite:

COMM 225

Background:

As a student in advertising decision making you should strive to understand the problems and opportunities faced by advertising decision makers, as well as the alternative solutions available. This course will discuss the managerial and decision-making processes of advertising and related marketing communication functions.

This class

will also prepare a plans book for a real client. As we move through the chapters in the book and develop a greater understanding of the advertising process you will apply those concepts to the

Instructor Responsibilities:

- a) Encourage you to think strategically, as well as creatively, about advertising.
- b) Help you examine how advertising managers make decisions.
- c) Help you understand the strategic underpinnings of advertising.

Student Responsibilities:

- a) Become an informed and discerning consumer of advertising messages, being ready in each class to share your observations about advertising.
- b) Read the assigned materials and complete the assignments on time, reflect on them, and share your analysis and insights with the class.
- c) Apply your learning by developing a plans book, deck and pitch.
- d) Attend class.
- e) Abide by University policies on academic conduct.

Course Goals:

The goal of Advertising Decision Making is to understand at a greater capacity than in the introductory course the decisions made when creating a marketing communications-based advertising campaign as well as how to apply those decisions through the preparation of a plans book and deck/pitch to the client which includes relevant media and creative choices as well as methods to evaluate the success of the plan.

Course Objectives

1. As a team and individually be able to use research analysis, strategies and creative techniques to develop a marketing-based advertising campaign.

2. Understand advertising decisions, identify alternative solutions, and develop your own process for evaluating these alternatives to make decisions.
3. Think critically by reflecting on your experiences through a journal throughout the course.
4. Provide constructive criticism to others and receive constructive criticism from others.
5. Evaluate and critique advertising both in writing and in conversation.
6. Understand how an advertising agency functions.
7. Prepare materials and gain knowledge for use in job search and interviewing.

Student Learning Outcomes:

At the end of this advertising decision making course, you should exhibit progress toward

real client, determine the best way to counteract this problem, create a marketing-based advertising plans book and 15-minute pitch addressing the research, media, creative and evaluation of the plan and present these results to the client as well as in future job interviews.

Advertising class commitment:

1. COMMITMENT TO EXCD3(e)(s)-(6)(ut)(n)(ons)-(6 a)(nd de)(v)-(2)(e)(n)(op your ow)-(7n)][TJETQq

in mailboxes increases the risk of loss. All assignments are to be handed in typed, edited, and proof read for spelling, grammar, punctuation, and proper citation.

Ask questions. Students are strongly encouraged to consult the instructor to discuss

Inclement Weather Policy:

Call the University Severe Weather Hotline at 941-5999: Option 1 for delays, cancellations, and compressed class schedules; Option 2 for campus parking bans. Alternatively, check The University of Scranton web site or arrange for text alerts on your cell. PLEASE use your good judgment and common sense regarding your personal commute conditions. In the unlikely event that I must cancel class and the University of Scranton is open, I will notify the Communication Department (941-6333) as soon as possible. Local radio and television stations also carry announcements regarding the University of Scranton schedule.

Students with Disabilities:

In order to receive appropriate accommodations,

Strategies:

This environment or opportunity for learning will be attained in the following specific ways:

1. *Study of the Text:* We will use *Advertising Campaign Strategy: A Guide to Marketing Communication*, by Parente, D. E. (2006).
2. *Discussions:* Your understanding of advertising will be embellished through the discussions each week. These discussions should not be lecture. These sessions will seek to further define some detail that will be class specific. Some students will find it difficult to translate mere memorization of the material to total understanding; therefore, you will have an opportunity to discuss each concept in detail during our discussion (classroom) sessions.
3. *Homework:* You will have an opportunity to learn by doing. You will submit campaign assignments, a media critique and an agency interview during the semester. They will be due at the beginning of class no work will be accepted after class starts on the due date.
4. *Publications:* You will have the opportunity to learn what is happening professionally in the field of advertising. It is recommended that you read *AdWeek* and *Advertising Age*. There will be an opportunity to discuss this information each week.
5. *Client Campaign:* You will prepare a professional campaign that will help you learn how to work with others, meet deadlines, and present yourself professionally.
- 6.

security products), InterMetro Industries (a manufacturer of storage products), Wilkes University, Misericordia University and The University of Scranton. My last professional title was Product Manager at InterMetro Industries. I was responsible for all marketing, advertising,

Evaluative Mechanisms

- Assignments are expected to be turned in at the beginning of class on the scheduled due date.
- Assignments (including creative executions) are to be handed in typed (except for TV storyboards) and proofread. Keep copies of all your work.

Overall Advertising Track Format

1. What is the problem the client is asking us to solve in the RFP?
2. What can advertising do to help solve this problem?
 - i. What problem does the target audience have with our brand?
 - ii.

Midterm Exam

Outcomes Met # 1, 2, 5

PURPOSE: The purpose of the midterm exam is to assess your knowledge during the semester.

BENEFITS TO YOUR FUTURE: The benefits of taking a midterm exam include the opportunity to express your understanding of the material in writing as well as providing you the ability to demonstrate your cumulative learning throughout the current course as well as the introductory course.

ASSIGNMENT: The exams will include material presented and discussed in class, as well as material covered in the textbook.

Consumer Insight Assignments

Outcomes Met #1, 2

PURPOSE: The purpose of the consumer insight assignments is to provide you with an opportunity to examine why consumers behave as they do. First you will examine your own consumer behavior. Next you will use your own experiences to better understand consumer behavior for your campaign client.

BENEFITS TO YOUR FUTURE: The consumer insight assignments allow for a deeper understanding of your target audience to inform your campaign strategies.

ASSIGNMENT: Details will be provided in class.

Reflection Journal

Outcomes Met #3

PURPOSE: The purpose of the reflection journal is to provide you with an opportunity to examine and reexamine what you think you know. It is both retrospective and prospective in that

BENEFITS TO YOUR FUTURE: The benefits of a reflection journal include the following: allows for self-reflection about your activities and a deeper understanding of your accomplishments as well as areas of improvement.

ASSIGNMENT: Every month you will blog a journal entry that answers the following questions:

- < What did you do? What did you experience?
- < So what?
- <

See p. 14 for the reflection journal grading rubric.

Professional Speaker Series

Dates TBA

Outcomes Met #6

PURPOSE: The purpose of the *Professional Speaker Series* is to provide you with an opportunity to interact with advertising professionals.

BENEFITS TO YOUR FUTURE: The benefits of participating in the *Professional Speaker Series* include the following: allow students greater clarity on the advertising track at the University of Scranton and how it fits with the "real world," provides networking and preparation for the job hunt.

ASSIGNMENT: Attend, ask at least one question and answer the following in a memo:

- < What the most valuable thing you learned about the advertising industry?
- <
- < What did you like the most about the program?
- < What did you like the least about the program?
- < What would you change about the program?

Media Critique

Outcome Met #5

PURPOSE: The purpose of the Media Critique is to provide you with an opportunity to share your understanding of an advertising creative with the class.

BENEFITS TO YOUR FUTURE: The benefits of presenting an advertising creative includes the opportunity for you to turn your knowledge of advertising strategy and execution into understanding, as well as providing you with an opportunity to explain this understanding to others in the format of a formal presentation.

ASSIGNMENT: Details will be provided in class.

If you have any questions or comments, on this or any other assignment, please be sure to make them in class to help everyone understand the assignment.

IRB Submission

Assist Your Learning Outcomes

PURPOSE: The purpose of the IRB Certification is to provide you with clearances to conduct research as a part of an academic institution.

BENEFITS TO YOUR FUTURE: The benefits of becoming IRB certified include the following: allows students to participate in the research portion of the campaign, provides students with an understanding of ethical research standards.

ASSIGNMENT: Participate in and pass training with at least an 80%. You cannot participate in the client campaign if you do not pass the certification. Print out and turn in the last page of the IRB Training course. Access the training: (choose Group 1: Social/Behavioral research link) <http://www.scranton.edu/academics/provost/research/sub%20pages/irb-training.shtml>

Grading Rubric for Reflection Journals

Levels	Criteria
Reflective practitioner	<p>Clarity: The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p>Relevance: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p>Analysis: The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. Analysis has both breadth (incorporation of multiple perspectives) and depth (premises and claims supported by evidence).</p> <p>Interconnections: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p>Self-criticism: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware practitioner	<p>Clarity: Minor, infrequent lapses in clarity and accuracy.</p> <p>Relevance: The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p>Analysis: The reflection demonstrates student attempts to analyze the experience but analysis lacks depth and breadth.</p> <p>Interconnections: The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p>Self-criticism: The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection novice	<p>Clarity: There are frequent lapses in clarity and accuracy.</p> <p>Relevance: Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p>Analysis: Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth and breadth of analysis.</p> <p>Interconnections: There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p>Self-criticism: There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
Unacceptable	Clarity: Langu

Peer Evaluation Form

Evaluation Completed by:

Use the following scale to rate your peers and yourself:

- 5= superior
- 4= above average
- 3= average
- 2= below average
- 1= weak contributions
- 0= no contribution

Evaluation Measures & Team Members

	<i>Ex. Victoria</i>					
Attended all group meetings	5					
Participated in group meetings and discussions	5					
Completed quality portion of work prior to team	5					

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COMMITMENT STATEMENT
For
Advertising

On (date) _____