The College of New Jersey

School of Business

MKT 380 01 - Advertising – Spring 2011

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OFFICE: 130 Business Building

PHONE: 771-3220

OFFICE HOURS:

2:30 - 4:00 Monday and Thursday; if these times are inconvenient for you, please do not hesitate to make an appointment for another time.

COURSE MATERIALS:

Books:


(Note: The above two are packaged together in the custom book designed for the course.)


Cases:

HBS Case # 9-501-023, “The New Beetle”

HBS Note # 9-599-087, “Integrated Marketing Communications”
Journal Articles/Book Chapters


Other Reading Materials:

You and your working group will need to keep up on the current literature in the area of advertising and marketing communications. This means that you should be reading the *Wall Street Journal*, *Advertising Age*, and similar publications to know current issues, trends, events, etc. in the field of advertising.

**DESCRIPTION OF COURSE AND OBJECTIVES:**

This course is about something you have been a recipient of all of your life, advertising. Although you have been exposed thousands of ads, it is likely that you have not thought about them in a systematic way. The broad goal of this course is for you to achieve a greater understanding of advertising from a variety of perspectives: as a form of communication, as a marketing tool, and as an institution that relates to others aspects of the economy and culture. As a form of communication, you will achieve a greater understanding of how advertising may work, and that how ads work is a complex interaction of the product/service, the consumers, the culture, and the competition. For example, the Absolut Vodka print campaign was an extraordinarily successful campaign and has been heralded as one of the best advertising campaigns of all time. Why the creative approach in the campaign worked (and why such an approach would not necessarily work for other products) was a function of the type of product, the packaging (the distinctive bottle), the consumers for the type of product, the competitors, the magazines selected to run the advertising. As a marketing tool, you will achieve a greater understanding of how marketers develop advertising objectives and strategy, and execute the strategy through the advertising that you see, hear, and/or read. In the example of Absolut, the success was no accident as the marketers understood the market and the consumers, and developed a strategy to communicate with them that would be effective. Finally, you will develop a sense of advertising in the broader context of the economic system and the culture.
There are two important additional objectives of the course. One of these is for you to think about current issues in advertising. Advertising is a field that is constantly changing as a function of consumers, technology, business, and the culture. It is important for you to think about the ongoing dialogue that exists with respect to the field of advertising. Another important objective is for you to have some practice analyzing business information and writing a business memo with respect to your analysis.

Specific learning outcomes of the course:

**Content:**

1. Students will better understand how advertising may work in a variety of circumstances and be able to analyze how advertising may work as a function of underlying cultural, sociological and psychological processes. Students will understand that there is no simply rule or approach to successful and breakthrough advertising and that good advertising is a matter of the product/service, market, consumers, competition, and the culture.

2. Students will understand that the development of advertising is a complex process involving marketers’ understanding of the product/service, the market, competition, and consumers.

3. Students will understand the link between advertising strategy and execution.

4. Students will understand the important elements of the advertising process, including the setting of objectives, budgeting, advertising strategy (positioning, target market selection, selection of key benefit, and selection of media).

5. Students will understand advertising in the broader context of marketing, other marketing communications, and the economic and social environment.

**Skills:**

6. Students will be able to analyze ads in terms of the target market, positioning, and approach that an ad may take.

7. Students will be able to analyze current issues related to advertising and the advertising business and be able to link these current issues to theory in advertising.

8. Students will develop their skills in the writing of business communications.
GRADING:

Your grade will be based on your performance on the following course requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examination #1</td>
<td>21%</td>
</tr>
<tr>
<td>Examination #2</td>
<td>21%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>24%</td>
</tr>
<tr>
<td>Project #1</td>
<td>11%</td>
</tr>
<tr>
<td>Project #2</td>
<td>11%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>12%</td>
</tr>
<tr>
<td>(includes working group assignments, i.e., case analysis, current topics analysis, etc.; also, includes quizzes)</td>
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</tbody>
</table>

Grades for the examinations will be numerical grades. The projects will be graded as letter grades (A, A-, B+, etc.) that will be converted to numerical. Working group assignments will be graded as Satisfactory, Unsatisfactory, Satisfactory +, or Satisfactory - and will be part of your class participation grade.

Course grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0% or above</td>
</tr>
<tr>
<td>A-</td>
<td>90.0% - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0% - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0% - 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73.0% - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0% - 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67.0% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>60.0% - 66.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% or below</td>
</tr>
</tbody>
</table>
ASSIGNMENT POLICY

The most ideal situation is for both projects to be submitted at the scheduled time. I realize that there are events that can interfere with this, such as the sniffles or other illnesses, family crisis, burdens brought on by other responsibilities and other classes, and computer problems. Although I realize such things can happen, I find it difficult to believe that such events continue to happen to the same person. Therefore, every student will get one excused extension (a freebie) that you can use for either of the two projects. This does not mean that you are excused from project completely, rather it means that you can turn in the assignment late. If you desire to use this freebie, the project that it applies to can be turned in up to 7 days late with no penalty. After the 7 days, a penalty will apply.

EXAMINATIONS POLICY

The examinations during the regularly scheduled times are approximately 40 percent multiple choice, fill in the blank, and true/false questions. The remaining portion of the exams will be essay and short answer. Because of the difficulty in constructing multiple choice and true/false questions, make-up examinations will be all essay and short answer.

COURSE PROJECTS

An important aspect of the course is your work on the written projects. In a course about a topic such as advertising, you really learn by doing. The projects are designed to help you develop your analytical skills and to help you think more deeply about the concepts that you are learning about advertising. Furthermore, each project will provide you with an opportunity to communicate your findings, recommendations, etc. via a written memo, thus providing you with some business communication experience.

Your will be provided with more information about the nature of the two projects, however, the basics of the two are as follows: For Project # 1, you will find two ads (magazine print ads, for example) and compare and contrast them in terms of how they are approaching the achievement of their objectives, tying your discussion to concepts that you are learning in the class (e.g., whether the central or peripheral route to persuasion is used, how they are using image, or celebrity endorsers, etc.). Project # 2 is similar, but is a bit more focused around strategy. You will be given two ads in the same project category and asked to discuss the strategy that each used in terms of target market, positioning, benefit, and tone. Thus, the second project is similar to what someone might do when they are engaged in doing an analysis of their competitors’ strategies.
Assessment of Projects: Your work on the course projects will be assessed on two important dimensions. One of these is your ability to analyze advertisements and consider the implications of that information. For the first project, this relates to your ability to understand how the advertisements may work, given your understanding of the concepts you have learned in the course about the various ways advertising has an impact on recipients. For the second project, you will be assessed on the extent to which you understand how the advertisements relate to strategic goals of the advertiser and how the strategy is played out in the advertising execution. The second dimension is your ability to report your analysis in a clear and concise manner.

The following provides the criteria for how individual assignments will be evaluated:

A Superior and rigorous analysis of the advertising, showing exceptional understanding of the ways advertising may work in a variety of circumstances. Coherent and concise written presentation of your analysis with no grammatical or spelling errors.

B Above average analysis of the advertising, showing clear understanding of the ways advertising may work in a variety of circumstances. Coherent and generally concise written presentation of your analysis with very few grammatical or spelling errors.

C Acceptable analysis of the advertising, showing some understanding of the ways advertising may work. A written presentation that presents the analysis, but is lacking in clarity or conciseness with some grammatical or spelling errors.

D Unacceptable or incorrect analysis of the advertising, showing little understanding of the way advertising may work. A written presentation that presents the analysis, but is poorly structured with numerous grammatical or spelling errors.

NOTE: On the day a project is due, the project must be turned in or a written statement submitted in person or e-mailed to me indicating that the project will be late. Therefore, on the due date I must receive the assignment or some communication from every student in the class. This communication must be received from everyone, even if you elect to use your freebie for a 7 day extension. If no communication or project is turned in by a student on the day a project is due, then a grade of 0 will be recorded for that student. If you are electing to use your freebie for a particular project, then your written communication should indicate that this is your desire.

Late projects will be penalized 5 points per day they are late. If you use your freebie to turn in a project late, the penalty will begin 7 days after the due date.

Students must turn in one copy of a project and keep a complete copy of the project ready to be submitted. This is to protect you, in the event that there is a disagreement between my records and yours as to whether an assignment was in fact submitted at the time it was due. Thus, if you
say that you turned in a project, but my records indicate that you have not, you should be able to immediately produce the copy of the project and turn it in.

**I am willing to look at a draft of the project informally before it is due to offer constructive comments with respect to both style and substance. Such informal comments can not guarantee a specific grade when submitted. To get comments on a draft, the draft must be submitted one week prior to when it is due.**

**WORKING GROUP ASSIGNMENTS**

One important way that you will learn in this course is by discussing issues related to advertising with others. You really learn by interaction with others. Therefore, you will be part of a working group that will complete several short assignments. These assignments are of the sort that can generally be completed by meeting with your group during the group meeting time (the last 45 minutes of the two hour class period).

These assignments will vary depending on the topic we are working with at that time in the semester. One of these will be an analysis of the New Beetle case. Others might be a matter of your group finding an article relevant to a topic of advertising, discussing it, and preparing to discuss it in class. Yet another type of assignment might be to find an ad that illustrates a particular approach to advertising, discussing it with your group, and preparing to discuss it in class.

You will be reading a case in the course related to target marketing and positioning. For the New Beetle case, you and your group will need to write a short case analysis (about three pages) that details the problem presented in the case, the alternative courses of action, and your recommended course of action.

In addition to the things that I assign your group to do, your group should take the initiative and find articles, etc. that relate to the class; you can talk about these in class. To keep track of this, your group will need to turn in a GROUP REPORT SHEET every other Thursday class; this sheet will report on the group’s activities for the past two weeks.

**Assessment of Group Assignments:** Your group work will be assessed on your groups understanding of the issues and the analysis of the case, article, ad, etc.

The following provides the criteria for how the group assignments will be evaluated:

- **Satisfactory**
  - An analysis showing clear insights about the issue presented in the case or article, or the relevance of an ad to the issue.

- ** Unsatisfactory**
  - An analysis little insight about the issue related to the assignment.
CLASS PARTICIPATION

It is important to remember that your participation grade is based on participation, not just attendance. It is not enough to attend class and follow the day’s activities. To earn a participation grade of B or better, you must make significant contributions to classroom discussions, on an ongoing basis, that show that you grasp the key concepts and can apply them to real-world advertising issues.

Furthermore, there will be several pop quizzes during the semester; your grades on the pop quizzes will be calculated in your class participation grade.

Your class participation grade is a combination of your work in your group, your own participation in class, and your performance on the quizzes.

Disruptive behavior (e.g., loud talking unrelated to the class activities; a ringing cell phone) can lower your class participation grade.

PLEASE DO NOT LET YOUR CELLPHONE RING IN CLASS; ALSO, ABSOLUTELY NO TEXT MESSAGING IN CLASS.

TCNJ’s attendance policy is available on the web:
http://www.tcnj.edu/~recreg/policies/attendance.html

ACADEMIC INTEGRITY POLICY:

Work on the individual assignments and examinations in this course must represent your individual effort. You should consult the relevant pages of the Undergraduate Bulletin regarding the College’s policies on academic dishonesty, the School of Business Guide to Writing, and/or http://www.tcnj.edu/~academic/policy/integrity.html.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TCNJ’s Americans with Disabilities Act (ADA) policy is available on the web:
http://www.tcnj.edu/~affirm/ada.html.
## Course Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17</td>
<td>Introduction and Explanation of the Course Approaches to Advertising</td>
<td>Begin Reading T</td>
</tr>
<tr>
<td>Jan. 24</td>
<td>Approaches to Advertising (continued)</td>
<td>Finish reading T</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Advertising as Communication Elaboration Likelihood Model</td>
<td>BB Chap. 5</td>
</tr>
<tr>
<td>Feb. 7</td>
<td>Source Effects: Endorsers (celebrity and otherwise) in Ads Message Effects: Fear Appeals, Comparative Ads, etc.</td>
<td>BB Chap 6 Proj # 1 Assigned</td>
</tr>
<tr>
<td>Feb. 14</td>
<td>Organizational issue: agencies, etc. Advertising as Marketing Communications Segmentation, Targeting</td>
<td>BB Chap. 3 Read IMC note BB pp. 44-58</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>Segmentation and Targeting (Continued); Test # 1</td>
<td></td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Positioning Discussion of the New Beetle case</td>
<td>Read RT; Read Aaker Read New Beetle case</td>
</tr>
<tr>
<td>March 7</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>March 14</td>
<td>Establishing Objectives; Budgeting</td>
<td>BB Chap 7</td>
</tr>
<tr>
<td>March 21</td>
<td>Advertising Strategy</td>
<td>BB Chap. 8 Proj. # 1 Due</td>
</tr>
<tr>
<td>March 28</td>
<td>Creative Execution</td>
<td>BB Chap. 9 Read Frazer Proj. # 2 Assigned</td>
</tr>
<tr>
<td>April 4</td>
<td>International Advertising; Test # 2</td>
<td>BB Chap. 20</td>
</tr>
<tr>
<td>April 11</td>
<td>Advertising Media Strategy</td>
<td>A Chap. 9</td>
</tr>
<tr>
<td>April 18</td>
<td>Advertising Media Strategy (continued) Alternatives to Advertising (e.g., product placement)</td>
<td>BB 11, 12 Proj. # 2 Due</td>
</tr>
<tr>
<td>April 25</td>
<td>Alternatives to Advertising (continued) The future of advertising; advertising and society</td>
<td>Read Lowrey, et al. Read Shaffer</td>
</tr>
</tbody>
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**Note:** The Final Examination will be during the examination period.

**KEY:**
- T – Twitchell
- RT – Ries and Trout
- BB – Belch and Belch
- A – Arens
GROUP REPORT SHEET

Group

Section: 

In the weeks our group did the following:
CLASS PARTICIPATION REPORT

Name ________________________________

Section ________________________________

For the week of ____________, I participated in class in the following manner: