

Communications 211: Principles of Advertising
Spring Semester 2020 Course Syllabus
Monday, Wednesday, Friday 1:40-2:30 p.m. SOC Room 014

Instructor: Susan Geffen

Telephone: Cell: 312-925-5046 You may text me.

Email: sgeffen@luc.edu; susanrgeffen@msn.com

Office Hours: Before or after class. Please schedule an appointment with me in advance.

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.

Additional readings will be provided by the instructor in class.

Welcome:

I look forward to working with you and sincerely want Principles of Advertising to be a stimulating, interesting, fun and valuable part of your Loyola University education.

Course Description:

Advertising and marketing communications are the means of putting a face on a brand or giving a company its personality. For many companies, advertising is the best means of distinguishing itself from the competition.

This course is designed to provide an introduction to integrated marketing communications (IMC) strategies and tactics, the practices we know best as advertising, promotion, direct response, public relations and marketing communications. The course will examine communications theory as well as provide hands-on experience in creating advertising and media plans, and creative campaigns. It will also examine how marketers integrate and link their communications to generate maximum impact and leverage for brands.

Course Objectives:

1. To introduce the student to the strategic process of advertising & integrated marketing communications.
2. To demonstrate the breadth of advertising and communication tools available today.
3. To provide real world examples of successful advertising & communications campaigns.
4. To cover Consumer Behavior which must be taken into consideration in any form of advertising/communication.
5. To provide the student with practical hands-on problem-solving experience working in teams.

Course Outline:

The course is designed to expose the student to a range of communication strategies and techniques and provide hands-on experience in applying them. The course will use a combination of lecture, readings, guest speaker/s, a team project and tests.

How grades will be weighted: I use the point system for grading. There will be 1000 points over the semester. To find out the percentage, just drop the last zero. Also, Sakai will record your percentage points automatically. If any of the points for an assignment change, I will let you know in advance.

Evaluation of advertising is often subjective. My years of experience in the field and the feedback I give you, will serve as guides to what works and what doesn't. In the end, my judgement will hold sway. .

This is a very rigorous class. In addition to the chapter readings and tests, you will be required to be a full participant on your team in creating a strategy, media plan and creative elements for your re-launch campaign.

"A"s will be hard to come by. You must fulfill every assignment and go beyond what is asked for. And your participation points must be exceptionally high.

Class Participation: 225 points: Or 15 points per week over 15 weeks. (Possible 5 points per class.)

Participation means contributing each and every time to the class, via discussion, presentation, answering and raising questions. Even if it's out of your comfort zone, jump in. If you don't, you won't get the points.

Make sure you read the assigned chapters and are ready to share your knowledge and point-of-view with the class. If you've seen a particularly interesting ad or commercial, bring it in and bring it up. Let's have a dialog, not a lecture.

Team Participation: 50 points: *Out in the real world, you will work in teams/partnerships. It is vital to your success that you know how to be a strong team player. You will rate yourself and one another.*

Tests: 150 points

There will be two of them to make sure you have a solid foundation of advertising knowledge. The midterm will focus on marketing, planning and creative aspects of advertising; the final will focus on means of reaching target audiences (via the media, direct response, promotion, public relations, etc.). The tests will cover information presented in class and the readings.

Written Assignments: 150 points

I will provide assignments throughout the course. Many of them will be part of the Advertising Plan below. You will have an opportunity to work in groups on some projects, as well as prepare individual assignments. Since advertising is about conveying an idea and presenting it persuasively, students will have the opportunity to present their work in class.

Comprehensive Advertising Plan and Campaign: 200

You will work on a client (*a real company*) in need of a timely new advertising campaign. That company will be your focus for most of the project assignments in class. Details for each project phase will be provided in class. I will assign teams. Groups have the advantage of sharing the work and collaboration, key advantages in developing strategies, plans and ideas.

You will create a comprehensive advertising plan that includes a series of interrelated disciplines: audience analysis, brand personality, market research, media plans, promotion strategies and more. Broken into four projects they will be:

- 1) Client Brief & Advertising Strategy Outline
- 2) Messaging Recommendation
- 3) Media Plan
- 4) IMC Recommendation including Creative Campaign Idea.

Final Creative Presentation: 225

Teams will present their final total plans and recommendations on the last day of class. We'll even have judges from the Advertising Industry.

ATTENDANCE and LATENESS

You are expected to attend each and every class and to be on time. If you are absent more than 2 times, your grade will go down one letter. If you are late more than 2 times, your grade will go down to a minus. The day you are absent, you will not receive participation points. I can't give you points for participating, if you're not here, right? Days you are late, you will lose 2 participation points out of 5.

Absence during an exam or quiz is not acceptable. If you must be absent those days, you must contact me in advance. Students missing an exam will be required to present medical or other emergency/official documentation explaining their absence before they will be permitted to make up the exam.

DEADLINES

Communication professionals **always meet deadlines**. So pay careful attention to exact due dates. **Late assignments will not be accepted.** Should there be a required absence, it is your responsibility to obtain that assignment from the email send you after each class. (See Course Schedule) and complete it for the next class meeting. Penalties for missed deadlines are even more severe in the real world.

Policy on late work, incompletes, and make-ups:

On-time Work: I do not accept late work, unless you are in an emergency situation.

All homework assignments must be sent to my Loyola email address within the specified time period. In Word Format only. If you send it in any other format, it will be considered late. Work must be typewritten, double spaced, and free of all spelling and grammar errors. (Use your computer spell/grammar check) Your name must be on your work to earn credit. Do not do assignments on your phone. **Create the work and send it as an attachment in Word format. Also post it on Sakai.**

Make-ups: If you are absent, you must submit your homework the day it is due along with everyone else.

Re-do's: If you receive a 70% on an assignment, you may re-do it the week after it is graded. Your final grade on the assignment will be an average of the points given.

Every week class, I will send you an email that covers what we learned and what is due the following class session. If you have to choose between what's on the class schedule and what's in my email, choose the info in the email. I will also post all assignments, rubrics and due dates on Sakai.

GRADING SCALE

A 100-94
A- 93-90
B+ 89-88
B 87-83
B- 82-80
C+ 79-78
C 77-73
C- 72-70
D+ 69-68
D 63-67
D- 62-60
F- Below 59

CLASSROOM ENVIRONMENT

All students are welcome and respected in this class. I encourage a free exchange of ideas in a thoughtful, intelligent and gracious manner.

You are expected to be prepared for each and every class and to carry your fair share of your team's project work. Your contribution to your team project will be evaluated not only by me and your teammates.

Because the class time is so short, we won't take a break. Do not take a personal break unless you are in dire straits because it's disruptive.

ELECTRONICS USE

I do not allow the use of cell phones in class. Period. You must silence your cell phone when class begins and put it away for the duration of the class. Using your cell phone in class will result in a loss of participation points. Laptops and tablets must be put away unless specifically allowed by me for the taking of notes.

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. These examples of academic dishonesty apply to both individual and group assignments. 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;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- 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.
- Submitting the same work for credit in two or more classes, even if the classes are taken in 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.

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 https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

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 Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans 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.

Students needing special accommodations

Any student that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at deanofstudents@luc.edu.

STUDENT GRADE OPTIONS:

Pass/Fail: Must be declared by end of week two of classes.

Auditing: Students may participate in class discussions and sit in on meetings. They pay tuition for the course, but are not required to do homework.

Withdrawal: **Students may withdraw from a class during the first week of the semester without receiving a W on their transcript.** If they miss the last date to withdraw, they receive a WF, which will negatively affect their grade point average.

Incomplete: An incomplete grade must be initiated by the student. Appropriate reasons for granting an incomplete (usually within the last two weeks of the semester) include unforeseeable, unavoidable delays in completing work or other disastrous events over which a student has no control. The instructor may require verifiable supporting evidence to grant the request, such as doctor's notes, obituaries or police reports. It is up to the instructor to weigh compassion for the student with fairness to class members who met deadlines and completed all coursework.

If an incomplete is granted, a written contract regarding what work is to be completed and the deadline for finishing it should be kept on paper by both student and instructor. A copy of the contract should be given to the Dean's office. The "I" will automatically

convert to an “F” the following semester if the student does not complete the work and/or the instructor does not assign a grade to replace the incomplete. Grade changes are implemented by going in to LOCUS and submitting the request change of grade request.

FINAL GRADES

Semester grades will be recorded through LOCUS within 72 hours of the final exam period. Students are entitled to a clear and timely explanation of grades assigned during the semester and afterward. The instructor will be available via email for 30 days after final grades are recorded to provide such explanations.

GRADE GRIEVANCES

Students are expected to discuss grade grievances with the instructor first. Students have 30 days after the end of a semester to express their concerns. If the grievance cannot be resolved, students should contact the SOC’s Dean’s office, who will determine if resolution can be reached or whether to initiate a formal department grievance process. A burden of proof rests with the student to demonstrate why they believe their grade was assigned inaccurately or with capriciousness.

TIPS FOR SUCCEEDING IN THE COURSE:

- Attend class and be on time. I’m a sticker for that. We will cover a lot of important material during class that you may not find in the book. I will also point out important concepts and learnings that will likely be covered in quizzes.
- Participate. The more you jump in and help your classmates, the more you will help yourself succeed, too. It takes courage and I know you have it!
- Do your homework; read the chapters. Be prepared to join in the discussions and add your insights and point-of-view.
- Use your computer Spell Check to proof and edit your work. Re-write, edit, and edit again. Follow AP style. Use Spell Check. All public relations work is about communicating effectively, professionally and exactly.
- No matter where your future leads you, communicating effectively will help you be successful. Be sure your written work and your presentations are clear and organized.
- Style counts/ quality counts. Communication isn’t just about the words. Materials for clients are expected to be professional. Materials for your campaign should be up to professional standards.
- Have fun. The more we enjoy what we’re doing, the more we will all succeed together.

If you have ANY questions, concerns or problems, reach out to me as soon as possible.

Spring Semester 2018 Advertising Course Schedule. I will tell you in advance if there are any changes. After every class, I will send you an email reviewing what we've learned and what's due for the next class. That way you will always be up-to-date.

The class focus will be the strategies, media plans and creative campaigns you create with your team. Everything we learn from our text book will serve as guidance for putting these campaigns together.

CLASS SCHEDULE

- Week 1, January 13,15,17 Course Introduction & Overview of IMC
Review of Syllabus; syllabus game
Our mutual expectations
Class culture
What is communication? What is messaging? What is marketing?
Discuss teams, brands, Integrated Marketing Campaigns we will create.
Readings: Belch & Belch, Chapter 1
- Week 2, (January 20 no class),22,24 **Marketing Process, Ad Agencies & Departments;**
Discuss Chapter 1: What is a brand? The way great brands get to be great brands, touch points.
Review favorite ads
Divide into teams. Choose your retail brand.
Homework: Readings: Belch & Belch, Chapter 2, 3
Research retail brands to choose one as a team.
- Week 3, Jan. 27,29,31
The role of Advertising and Promotion; Discuss Chapters 2 and 3:target marketing (make it personal!), market segmentation, positioning strategies, marketing mix decisions.
Review Strategic outline.
Guest Speaker: Nancy Slattery from McDonalds.
Choose your retail brand for the semester campaign projet.
Homework:
Readings: Belch & Belch, Chapters 4, 5.
Begin work on your Strategic Brief and Ad Strategy Outline for your retail brand.
Watch the Super Bowl on Sunday, Feb. 2. Be prepared to discuss the ads!
- Week 4, February 3,5,7 **Consumer Behavior**
Review Chapter 4: Why it's vital to understand your consumer.
Maslow's hierarchy of needs

Perception and motivation; behavioral and cognitive learning theories, external influences on purchasing decisions.
Chapter 5: The Communication Process: "Like a Girl" campaign; Decision Journey; Persuasion factors; digital and social media.

Review of Super Bowl Commercials: what worked, what didn't, and why

Homework: Readings: Belch & Belch, Chapter 6, 7; **Create Consumer Profile as part of your team strategy.**

Due:TBD_____

Week 5, Feb 10,12,14

Creative Planning & Development

Discuss Chapters 6 and 7.

Setting objectives (promotional and marketing) and budgeting
Review the elements that go into an IMC campaign: Concept ad, direct, social media, broadcast, promotions and more.

Homework:

Readings: Belch & Belch, Chapter 8

As a team, create your initial IMC campaign budget. Due: TBD_____

Week 6, Feb 17,19,21

Creative Implementation

Discuss Chapter 8

Learn how to create a Creative Strategy, goals, positioning.

What is Creativity? The Creative Process: 3 steps:

Preparation, Incubation, Illumination.

Selling Idea that relates to Consumer needs; inherent drama; cutting through the clutter.

Homework:

Create your creative strategy and concept ad.

Due:TBD_____

Readings: Belch & Belch, Chapter 9

Study for Midterm Exam Feb. 28

Week 7, Feb. 24, 26, (28 Alyssa) **Reviews and exams**

and discussion of Chapter 9

Teams present creative strategy and concept ad to the class for feedback.

Midterm review

Midterm Exam: Feb. 28 (covering chapters 1-9)

Homework: Read Chapter 10

Week 8, March 2,4 5

NO CLASSES---Spring Break: Rest. Relax. Repeat.

Week 9, March 9,11,13

Media Planning & Strategy

Review and discuss Chapter 10: an overview of media planning, how to set objectives, be where your customer is; develop a media plan.

Homework:

Readings: Belch & Belch, Chapter 11 and 12

Create initial Media Plan. Due: TBD_____

Week 10, March 16,18,12 **Broadcast Media**

Review Chapters 11 Evaluate TV and Radio for your brand.

Homework:

Read chapters 13 and 14

Create a 30 second TV spot; 30 sec. radio spot. Due: TBD_____

Week 11: March 23,25, (27 Alyssa)

Support Media and Direct Marketing

Print: Out-of-Home and Specialty Media, Direct Mail, Public Relations

Homework:

Create Direct Mail piece, OOH from concept ad. Due: TBD_____

Readings: Belch & Belch, Chapter 15 and Chapter 17

Week 12, March 30, April 1, 3 (Alyssa) **Digital and Interactive Media**

Review Chapter 15: Digital and Social Media; Review Public Relations and Publicity.

Homework

Create Social Media elements for your campaign: Blog, brand game, special promotion, etc. Due: TBD_____

Readings: Belch & Belch, Chapter 16 and 18

Week 13, April 6,8, (9 no class)

Sales Promotion

Review Chapter 16. How to create an effective sales promotion. Chapter 18 how to measure the effectiveness of the program.

Create a big storewide promotion for your retail brand that's within your campaign look and feel. Due: TBD_____

Week 14, (April 13 no class),April 15, April 17: Review for final exam

Week 15, April 23
Thursday, May 3

Final Exam

Final Campaign Presentation; My presentation to you.

My Bio

It is my pleasure to be your instructor for this class. I have had a long successful career in the Communications Business as a writer, creative director, and leader in the field.

My focus was advertising. That said, I have had a great deal of experience in PR, as well. So what you will get from me is a 360 degree perspective and guidance for your learning and your campaigns.

I have won many awards. The one I'm most proud of is the coveted David Ogilvy Award given each year at Ogilvy & Mather for the campaign that made the most difference to a brand. And that's the secret to it all: to make a difference to your clients, consumers and audiences.

I never thought I wanted to become a teacher. But, as a group creative director, I was one; helping younger people in the business learn and grow. I have been an adjunct marketing professor for 18 years, 5 of them here at Loyola. I find all of you at Loyola to be curious, smart, responsible and fun.

And while we will take our work very seriously and do all that is required, I promise you will have a good time doing it. It will be a pleasure sharing this journey with each one of you.

Susan