

**Teaching Guidelines  
for  
Advertising Courses**

**School of Advertising and Public Relations  
University of Tennessee, Knoxville**

## Undergraduate Advertising Courses

The following guidelines represent a consensus among Advertising faculty of the School of Advertising and Public Relations about the core content of each of the 10 sequential advertising courses and two elective courses. Content of Special Topics offered under the 490 heading changes periodically. In preparing syllabi for each semester it is important that faculty teaching advertising courses review the guideline for the respective course and be certain that the course covers the appropriate subject matter. These guidelines represent a minimum of material to be covered, and instructors are encouraged to introduce course material beyond that indicated in the guidelines. Adherence to the guidelines is important because it insures that:

1. All students who receive credit for a course have been exposed to the same core material regardless of the instructor or the semester in which the student took the course.
2. As students move through the advertising sequence, teachers of higher-level course can be confident that students have learned certain material in earlier courses. There should be no need for "starting over" or "making-up" missed instruction from earlier courses.
3. Students taking the Comprehensive Test of the Advertising Curriculum, which is administered during Advertising 470, have been exposed to all material on the comprehensive test.

Instructors should consult curriculum sheets for pre-reqs. However, orderly student progression through courses and typical course pairings are as follows:

<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 3</u>	<u>Semester 4</u>	<u>Semester 5</u>
Adv 250 (Principles) Stats 201* (Statistics)	Adv 310 (Design) Adv 340 (Research Methods)	Adv 350 (Creative Strategy) Adv 360 (Media Strategy) Adv 380 (Professional Seminar)	Adv 450 (Management) Adv 480 (Issues)	Adv 470 (Campaigns) Adv 460** (Account Planning) Adv 461 ** (Social Media) Adv 490 ** (Special Topics)

\* May also be taken in semester 2

\*\* Elective courses may sometimes be taken in an earlier semester

**Adopted January 1988**  
**Revised May 2001**  
**Revised May 2008**  
**Revised 2013**  
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## **Advertising 250** **Advertising Principles**

### **Nature of the Course**

Advertising 250 is the introductory advertising course for students at the University of Tennessee. Class sections are typically large (100 -200+ students) and students have varied backgrounds and interests. The course should expose students to the structure of the advertising industry, the role of advertising in a marketing organization, the social, legal, and economic consequences of advertising, and the strategy and tactics involved in an advertising campaign. Students should emerge from the course with both a broad understanding of the process of advertising and its place in business and society and specific understanding of advertising.

### **ACEJMC Standards Addressed in this Class:**

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work

### **Instructional/Learning Objectives**

1. Students should understand why advertising exists.
2. Students should understand the intended and unintended consequences of advertising, and be exposed to ethical and legal considerations with regard to advertising practice and its impact on society.
3. Students should understand what advertising can and cannot do.
4. Students should gain an appreciation for what it's like to plan an advertising campaign.
5. Students should gain an understanding of how new communication platforms are changing how people consume media and implications of those changes for advertising.
6. Students should understand the core business fundamentals of responsiveness, being on time, working to deadlines, being thorough and precise in work and thought, and

being detail-oriented. These basics should be reinforced so that as students enter the major, they will understand, at a very minimum, what the program expects of them.

7. Students should gain an understanding of branding fundamentals, such as brand definition and brand stewardship, and the relationship between great advertising and building a strong brand over the long term.
8. Students should gain an awareness of the differences and similarities of advertising, its development, and its implementation across national and cultural borders through the studying and understanding of advertising from many different countries.
9. Students should understand that in order to develop an effective communication campaign it is critical to have consumer insight, to understand consumers' want and needs, to know how they process information etc. Introducing students to the basics of consumer psychology is an important part of the class.

### **Assignments**

The nature of the assignments will vary with the size of the section being taught. Generally, assignments should include the following:

1. Tests. Two or three major exams or several short quizzes. Questions should be drawn from the reading materials and should tap the students' ability to comprehend and identify broad course topics.
2. Optional Writing Assignments. One or two major projects or several short writing assignments. Students should be placed in a situation where they can feel what it's like to do advertising. The assignments should not be as complex as those in higher-level courses but should expose students to the key areas of media planning and copywriting.

### **Performance Measurements**

Student competency of the material should be reflected in acceptable performance on the major exams and the optional writing assignments if used.

### **Unique Aspects**

Strong brand orientation to the class where students understand that good advertising is not an end unto itself but a means to building strong brands.

National and international examples are seamlessly woven in the instruction so that this is an assumptive part of the class. Brands without borders.

The introduction and reinforcement of a basic set of “professional skills” that emphasize the fundamentals of key business practices, such as timeliness, detail-orientation, thoroughness, and responsiveness.

The introductory course serves as an important means of recruiting to the major. Course instructors are encouraged to integrate opportunities for students to be exposed to other ad faculty, upper division course content (e.g. show them campaigns books) and actively encourage students to consider the advertising major.

### **Texts and Source Material**

1. O'Guinn, Allen and Semenik, Advertising and Integrated Brand Promotion is the adopted text (all chapters).
2. Students should become familiar with data sources, such as Standard Rate and Data Service and be able to locate and interpret data from them.
3. Students should become familiar with the internet as an information source and should use it to locate agency, advertiser, media and government agency websites and databases. Students should also be familiar with the internet as a source of news about advertising.

## **Advertising 310 Advertising Design**

### **Nature of the Course**

Study, use, and application of design, color, type, and layout styles as they affect concept development in the creation of promotional materials. Analysis of organizational goals and how they mold strategic and conceptual development. Introduction and application of relevant computer software for creation of promotional material. This course serves and is required for advertising majors.

### **ACEJMC Standards Addressed in this Class:**

- Understand concepts and apply theories in the use and presentation of images and information
- Think critically, creatively and independently
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

### **Instructional Objectives**

1. Understand the relationship between promotional objectives and concept development.
2. Demonstrate knowledge of the design process from written word through thumbnails and roughs to supercomps created on the computer.
3. Understand how concepts are conveyed through type selection, layout style, color, and paper choice.
4. Understand how to use type as a creative medium as well as an informative one.
5. Understand various visual options available for communicating a concept.
6. Demonstrate competency on the software programs used in the industry (e.g., Illustrator, Photoshop, InDesign).
7. Identify and anticipate problems associated with visual production including incompatibilities among standard software programs.
8. Understand the interrelationships between visual and verbal elements in concept development.

### **Assignments**

1. Quizzes. At least four exams, which may be either matching or short answer, should be given. These should cover terms and software use.
2. Design. Students are required to complete a variety of in-class and out-of-class assignments. Each student should be able to execute ideas via thumbnails, roughs and supercomps. Competencies should cover overall idea generation, use of type, layout, and visual/verbal relationships. Each student should have numerous examples of varied design skills.

3. Computer. Students should be able to complete several projects from material learned in class. Proficiencies in the use of InDesign, Illustrator and Photoshop should be highlighted.

### **Performance Measurement**

Student competency of course material should be measured by performance on quizzes, in and out-of-class assignments, and design and computer skills.

### **Unique Aspects**

Emphasis will be placed on how to take a project from conception to production. Students who fear design will learn how simple design and production techniques can bring an idea to life.

Instructors should be prepared to give one-on-one instruction concerning both design and computer skills.

### **Texts and Resources**

Blakeman, Robyn, The Bare Bones of Advertising Print Design

Weinmann & Loureka, Visual Quickstart Photoshop

Weinmann & Loureka, Visual Quickstart InDesign

**Prerequisite:** Advertising 250

Registration Restriction: Notification advertising major.

## **Advertising 340**

### **Advertising Research Methods**

#### **Nature of the Course**

Research provides information that can be used in the decision-making process of media, creative and managerial problems. Students will learn the fundamentals of primary and secondary research. This course serves and is required of advertising majors.

#### **ACEJMC Standards Addressed in this Class:**

- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Apply tools and technologies appropriate for the communications professions in which they work

#### **Instructional/Learning Objectives**

Upon completion of this course students should be able to:

1. Understand the various types of research used in advertising, public relations and marketing.
2. Locate and organize relevant secondary information including that related to social media assessment. Actual sources may vary depending on specific objectives of a particular class. See suggested sources. At a minimum, students are expected to be able to read and interpret:
  - a) Simmons OneView printouts
  - b) Industry Reports including, but not limited to: IBISWorld, Mintel, MarketResearch.com Packaged facts
  - c) Databases including, but not limited to: BusinessSource Complete, Factiva
3. Understand how and when primary research tools are used in advertising and public relations. Students will gain primary research experience collecting data in both a quantitative (i.e., surveys) and a qualitative (e.g., focus groups, in-depth interviewing, direct observation) research project.

4. Develop a primary research project that includes the following steps:
  - a) Develop research objectives
  - b) Understand sampling techniques
  - c) Collect data
  - d) Analyze data – descriptives and significance testing
  - e) Interpret data for advertising and marketing communications decision-making
5. Use a statistical software package to analyze data. (e.g. SPSS)
6. Report secondary and primary research results in an organized and understandable fashion.

### **Assignments**

1. Assessment of Individual Performance: Tests/quizzes/homework/individual research.
2. Assessment of Group Performance: Students will work in teams on major research projects. Assessment of performance will be at the professor's discretion.
3. Writing Assignments: Students, either individually or in teams, will have at least two major written reports in the course of the semester:
  - a) A situation analysis drawn from secondary research sources
  - b) A report based on primary research

### **Performance Measurements**

Student competency of course material should be reflected in acceptable performance on the major exams and on the writing assignments.

### **Unique Aspects**

1. Moderate level of math anxiety among students.
2. Lack of experience in group work.
3. Lack of discernment in the quality of on-line secondary sources.
4. Lack of experience in technical and business writing.
5. Limited exposure to the fundamentals of marketing
6. Lack of experience in creating a professional looking report.

**Prerequisites:** Advertising 250

## **Advertising 350**

### **Advertising Creative Strategy**

#### **Nature of the Course**

Advertising 350 is designed to introduce students to basic concepts of creative strategy. The course is a blend of theory and practice. Text and lecture materials provide the basis for a variety of in-class and out-of-class assignments.

#### **ACEJMC Standards Addressed in this Class:**

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Understand concepts and apply theories in the use and presentation of images and information
- Think critically, creatively and independently
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

#### **Instructional Objectives**

1. To examine the unique application of creativity in advertising and to offer students strategies for enhancing their own creativity.
2. To illustrate how advertising creative styles have changed in response to changing social, economic and technological conditions.
3. To teach students to work from a business strategy.
4. To teach students to develop strategy and executions for various consumer markets with an appreciation for the importance of cross cultural marketing.
5. To teach students to write creative platforms and to give them considerable practice in doing so.
6. To teach students to write and execute a viable creative strategy in multiple media.
7. To teach students to develop creative and unique concepts/ideas.
8. To encourage students to develop concepts/supercomps consistently throughout multiple media vehicles based on the creative brief.
9. To foster students' ability to develop creative copy based on information found within the creative strategy and creative brief.
10. To teach students to develop a multitude of both visual and verbal ideas under various deadlines.
11. To develop students' abilities to think visually and to shepherd work from preliminary ideas to finished, supercomps that conform to specified media characteristics.
12. To instill values of writing and rewriting, and careful checking and proofreading copy.
13. To develop students' abilities to judge creative work and to accept critical appraisal of their own work.

## **Assignments**

1. Tests. Tests may be objective, essay, or hands-on. Tests should cover assigned readings and class materials.
2. Writing Assignments Students are required to complete a variety of in-class and out-of-class assignments. Though most work is completed individually, some group work can also be assigned. Each student should compile numerous graded assignments. Ads may be developed in thumbnail form, before completing the final supercomp. Students should be required to complete four to five finished ads for various media. These may be based on class assignments for which creative platforms have been completed. These supercomps should adhere to class standards for finished work.

### **Performance Measurement**

Student competency of course material should be measured by performance on the tests, assignments (including creative platforms, ads for various media, in-class exercises) and attendance/participation.

### **Unique Aspects**

Students should find this to be a labor-intensive class that taps many skills. The emphasis is on the development of strategic thinking, solid writing skills, and the ability to execute strategy creatively. Attendance and participation are also important in the course as the exchange of constructive criticism among students helps them to refine their work.

### **Text and Resources**

Jeweler and Drewniany, Creative Strategy in Advertising (current edition) or another text approved by the faculty.

When multiple sections are offered, the required text should be the same across all sections.

Numerous other resources may be helpful. Among them:

- Blakeman, The Bare Bones Guide of Advertising Print Design
- Blakeman, Integrated Marketing Communication: Creative Strategy from Idea to Implementation, Second Edition.
- Communication Arts: <http://www.commarts.com>
- Advertising Age: <http://www.adage.com>
- Duke University's database of ads: <http://www.scriptorium.lib.duke.edu/adaccess>
- Direct Marketing Association: <http://www.the-dma.org/index.php>
- Outdoor Advertising Association: <http://www.oaaa.org/>
- The One Club: <http://www.oneclub.org/oc/>
- The American Advertising Federation: <http://www.aaf.org/>

**Prerequisites:** Advertising 250, Advertising 310

(RE) Corequisite(s): Advertising 380.

Registration Restrictions(s): Advertising major or by instructor permission.

## **Advertising 360**

### **Advertising Media Strategy**

#### **Nature of the Course**

Media planning is the process of designing a course of action that shows how advertising time and space will be used to contribute to the achievement of marketing objectives. This course is designed to help students develop marketing and communication oriented approaches for selecting media through a better understanding of the fundamentals of media planning. Specifically this course focuses on analyzing media problems and media decisions. Although emphasis is on media math, concepts and decision-making, attention is also given to the current status of the various media. Areas to be examined and discussed include: coordination of marketing and advertising research and objectives, planning, creative strategy, and media type and vehicle selection that leads to the development of an advertising campaign.

#### **ACEJMC Standards Addressed in this Class:**

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

#### **Instructional Objectives**

1. Understand the relationships among marketing, advertising and media objectives.  
Be able to plan and write advertising and media objectives.
2. Develop and calculate audience analysis measures including:
  - a) gross impressions
  - b) ratings
  - c) shares
  - d) HUTS
  - e) gross rating points
  - f) reach
  - g) frequency

- h) effective reach and frequency
- i) recall
3. Develop and calculate cost analysis including:
  - a) CPM using various bases,
  - b) cost-per-rating-point.
4. Understand the process of media and vehicle selection and scheduling.
5. Understand the rate structure of each major medium and how the medium measures its audience.
6. Understand the current status of various media, including new and alternative media.
7. Prepare a competitive expenditure analysis and analyze the competitive marketplace as a basis for media strategy recommendations.
8. Use a computer simulated media planning model to evaluate a media plan.
9. Prepare a complete media plan.
10. Know how to research media costs

#### **Assignments**

1. Tests. At least two or three quizzes and two examinations.
2. Writing assignments. Various written analyses and problem sets and the development of a comprehensive media plan.

#### **Performance Measurements**

Student competency of the material should be reflected in acceptable performance on the major exams and on the media plan assignment(s).

#### **Unique Aspects**

Most students approach this course with a high level of math anxiety. Although only basic math is used in this class, student apprehension is serious and appears to affect the quality of non-quantitative work as well as quantitative work. Instructors should be prepared to give additional help to students.

#### **Texts and Resources**

In addition to the secondary sources from Advertising 340, students should become familiar with:

- Simulation Software (e.g. Media Flight Plan)
- Ad\$ponder or other competitive expenditure sources.
- Nielsen
- Arbitron
- Kantar Media's Standard Rate and Data Service
- Simmons OneView/MRI
- Internet sources such as mediapost.com, medialifemagazine.com, AAF SmartBrief.

**Prerequisites:** Advertising 250, Advertising 340

## **Advertising 380**

### **Advertising Professional Seminar**

#### **Nature of the Course**

This one credit-hour course is designed to allow students to explore career choices in communications. Emphasis is placed on developing skills and techniques for both obtaining employment and advancing early career potential. Guest speakers from the advertising industry and organized field trips can be part of the course.

#### **ACEJMC Standards Addressed in this Class:**

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

#### **Instructional Objectives**

1. To make students familiar with the wide range of career opportunities available, to make them familiar with various job titles and the necessary preparation for each, and to encourage them to make decisions about their own careers.
2. To teach students how to prepare cover letters and resumes.
3. To make students familiar with how they can use the Internet and other Interactive services to research the market, learn about organizations, and identify job opportunities.
4. To assist students in preparing portfolios or other relevant material for job interviews.
5. To discuss issues in advertising as a profession: ethics, gender, turnover, job security and income.
6. Teach students how to create and manage their personal professional reputation in interpersonal, group and on-line environments.

#### **Assignments**

1. Resumes and Cover Letters. Students should be required to prepare a final resume and cover letter for a job or practicum opportunity. A copy of the resume will be kept for the student's file.
2. AAF Smartbrief. Students are required to register with AAF Smartbrief, a daily compilation of top industry stories; these stories are integrated into class discussions and quizzes
3. Students are required to develop their own personal professional LinkedIn profile.

### **Performance Measurement**

Students should produce an acceptable resume and cover letter, materials for interviews, and an acceptable presentation.

### **Unique Aspects**

Student background and interest are likely to vary greatly, and many students will remain uncertain about a career choice. The course should provide a forum for students to explore career issues. Students should be aware that Center for Career Development is not the optimal resource for advertising students. However, Center representatives do guest speak in the class.

**Text and Source Material** - No formal text has been adopted.

**Prerequisite:** Advertising 340

## **Advertising 450 Advertising Management**

### **Nature of the Course**

The course should give students an opportunity to integrate what they have learned in previous advertising courses and should enhance their ability to analyze situations and to develop and present solutions. The cases assigned should cover a variety of decision-making areas (e.g. positioning, budgeting, objective-setting, media strategy, message strategy, evaluation, etc.) and should deal with a variety of product categories (e.g. consumer goods, industrial, non-profit, services, etc.). Students should be held responsible for conducting extensive quantitative and qualitative analyses on each case assigned. Students should also be introduced to a number of business skills that will assist them in the transition from academia to their business careers.

### **ACEJMC Standards Addressed in this Class:**

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

### **Instructional/Learning Objectives**

1. Students should develop enhanced analysis and presentation skills.
2. Students should develop a broad experience base from which to draw in the future.
3. Students should improve their ability to see similarities/dissimilarities between different marketing situations and draw appropriate conclusions.
4. Students should learn to articulate and defend position statements or decisions.
5. Students should learn to make decisions and/or recommendations about advertising and marketing communication strategies based on research information provided to them.

6. Students should learn to recognize when additional information is needed to effectively solve problems and should develop skills in finding various kinds of information that will facilitate problem solving.
7. Students should learn how to effectively prepare for and respond to questions following presentations.
8. Students should learn to evaluate and provide constructive feedback on the work of others.

### **Assignments**

The case assigned may vary from semester to semester, but the general goal of diversity should be kept in mind. Generally, classroom activities should include the following:

1. Several Cases. Enough time should be allowed on each case for a thorough analysis of the information presented. Classes should include a discussion/lecture of theories or analysis tools relevant to the case followed by discussion of the case within the context of the theories/tools covered and/or formal presentations of case solutions. A minimum of 6 to 8 cases or similar exercises should be assigned.
2. Group work. Students should work some of the cases in groups of 4-6 students.
3. Individual work. Students should work some of the cases and/or projects individually.
4. Written analyses. Students should be expected to turn in written versions of their case analyses. Emphasis should be placed on quality and not quantity. To encourage students to think visually in communicating their ideas, the use of exhibits and graphs should be stressed.
5. Formal presentations. Students working in groups should be expected to present their case analyses on the due date of the case. Students should be given a limited amount of time in which to present their ideas (e.g. 10-20 minutes) and time should be available for questions from the class (5-6 minutes). The emphasis in presentations should be on content and clarity.

### **Text**

A case book should be prepared using cases prepared by members of the board of visitors, other sources and internally developed cases. Cases should be supplemented with related readings drawn from appropriate online and offline sources. No textbook is assigned.

**Prerequisites:** Advertising 350, Advertising 360, Advertising 380

## **Advertising 460 Account Planning**

### **Nature of the Course**

Account Planning focuses on the development of advertising strategy based on insight-oriented research. The class emphasizes the use of qualitative research in advertising strategy development, but secondary and quantitative data may also be used.

### **ACEJMC Standards Addressed in this Class:**

- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

### **Instructional Objectives**

1. To develop an understanding of the origins and function of planning in contemporary advertising.
2. To further develop students' ability to develop insightful brand strategy.
3. To develop an appreciation for and expertise in designing primary research from which to generate brand strategy.
4. To become familiar with the philosophy and practice of qualitative research.
5. To make students aware of ethical issues (e. g., covert observations, skulking, privacy, informed consent) that may arise when conducting qualitative research

### **Assignments**

Various assignments should be given that require students to design and collect primary qualitative research data, mine that data for strategic insights, and translate that knowledge into actionable creative briefs. Other assignments such as "trend spotting," brand strategy decoding, and planning case analysis could be useful. A mix of individual and team work is recommended. There are five written assignments currently used:

1. An analysis of the assumptions of qualitative research and account planning practice
2. Several long consumer interviews with data analysis and a written report
3. An evaluation of several Jay Chiat Award cases
4. A written and 15-minute presentation of a consumer profile using three research methods (interview, accompanied shopping, and in-home inventory)
5. Primary and secondary research leading to a written creative brief and presentation on an assigned product

**Text**

## Recommended Texts:

1. Morrison, Haley, Sheehan and Taylor, Using Qualitative Research in Advertising: Strategies, Techniques and Applications, 2<sup>nd</sup> Edition
2. Jay Chiat cases available online

**Prerequisite:** Advertising 340

**Advertising 461**  
**Social Media**  
**(cross-listed as PBRL 461)**

**Nature of the Course**

This course will provide students with practical knowledge and analytical skills necessary to create, evaluate, and execute social media campaigns. ADVT/PBRL 461 will be comprised of lectures, case studies, assignments, and engaged activities that will help in the development of a strong social media skill set for students' to take to future job and/or internship interviews.

**ACEJMC Standards Addressed in this Class:**

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

**Instructional Objectives**

1. To provide insight about and experience with social media tools and digital technologies.
2. To emphasize both the importance of managing one's online personal reputation and a business/organization's identity through social media platforms.
3. To make students aware of ethical, legal, and privacy issues when using social media outlets.
4. To stress the significance of listening to, participating in, and monitoring online conversations.
5. To focus on the understanding of social media marketing and the strategic decisions made prior to the implementation of a social media campaign.
6. To increase knowledge of the implications and need for evaluation when incorporating social media in an overall IMC campaign.

7. To keep students up to date on the latest in digital and social media channels used in social media marketing

### **Assignments**

Students will participate in a variety of in class and out of class exercises, assignments, and group work. Assignments may include

1. The creation of and maintenance of a personal blog
2. A social media analysis of one's management of his/her online brand
3. The completion of a social media monitoring assignment
4. A crisis communication simulation exercise
5. A written and presented social media plan for client

### **Performance Measurement**

Student competency of course material should be measured by performance on quizzes, assignments (both out of class and in-class exercises), written work (blog and social media plan) and attendance/participation.

### **Unique Aspects**

Class content (lectures, readings, some assignments) changes each semester as social media technologies continue to evolve. As such, the instructor must realize a need to update content often. Students should also recognize the importance of reading social media news on a daily basis to be better informed for lectures. In addition, there are many social media measurement/monitoring tools that are too costly for educational use. While this is definitely a challenge, instructors may seek out guest speakers and/or representatives from these companies (i.e., Salesforce Social Studio, Hootsuite, etc.) to visit with the class – either in person or via Skype or Zoom.

### **Texts & Resources** *(As with the nature of the class/topic, texts can/will change often.)*

- Deckers, Erik & Lacy, Kyle. *Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself*.
- Schaefer, Mark. *The Tao of Twitter: Changing Your Life and Business 140 Characters at a Time*.
- Schaefer, Mark. *Return on Influence: The Revolutionary Power of Klout, Social Scoring, and Influence Marketing*.
- Daily readings from [www.mashable.com](http://www.mashable.com)
- Subscribe to [www.emarketer.com](http://www.emarketer.com)
- Subscribe to SmartBrief on Social Media

## **Advertising 470 Advertising Campaigns**

### **Nature of the Course**

Advertising 470 is typically taken in the student's last semester as an undergraduate student. Teaching the course is very much a "reactive experience" because the instructor is called upon to react to a series of student-team recommendations as they develop during the semester. Instructors should expect students to draw upon knowledge gained from all other courses in the curriculum but should plan to review basic requirements for campaign planning and review material where student knowledge is lacking: research, creative, media, planning, and measuring. Some attention should be given to the dynamics of group work.

### **ACEJMC Standards Addressed in this Class:**

- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Apply tools and technologies appropriate for the communications professions in which they work

### **Instructional Objectives**

1. To sharpen students' perceptions and understanding about the interrelationships among various elements of a marketing and communication mix.
2. To further students' understanding that all decisions regarding marketing and advertising are made under conditions of uncertainty.
3. To develop further students' abilities to organize, write, and present advertising recommendations.
4. To develop further students' abilities to locate available data, conduct primary research, prepare media plans, write creative platforms, write copy and design ads, engage in pre-testing of creative material, allocate budgets, and plan for the measurement of advertising performance.
5. To teach the value and necessity of teamwork and to sharpen students' abilities to judge creative, research, media, and marketing recommendations.
6. To improve students' abilities to make persuasive oral arguments about advertising recommendations and their abilities to prepare visual materials for presentation use.

7. To improve students' abilities to revise and rewrite material under the stress imposed by deadlines.

### **Assignments**

Campaign development should be assigned to student teams of 4-8 members. Teams should periodically submit parts of the campaign as it is developed. A workable schedule involves brief content review and integration as students meet these interim deadlines across the semester

### **Performance Measurement**

The main test of performance should be the evaluation of the student team's written document ("plans book") and presentation. When possible, a panel of judges should be called upon to evaluate the work of student teams. Peer evaluation, taken periodically during the course, should play a major role in assigning course grades to individual students. Team and individual grades should reflect the ranking and quality of the product produced by the team.

### **Unique Aspects**

How student teams are formed is an important decision and is the instructor's option. Some instructors allow students to form their own teams; others assign the teams based on student interest and ability. The School's "Comprehensive Test of the Advertising Curriculum" is periodically administered in the course, and two class periods should be scheduled for it. Beginning, middle, or end of the course administration seems not to make a difference although early administration is preferable.

Campaigns can be an expensive undertaking. Instructors should encourage students to use their own talents, resources, and college facilities as much as possible. Setting a team budget and requiring that all material be produced within the budget is strongly recommended.

**Prerequisites:** Advertising 450, Public Relations 270

## **Advertising 480** **Advertising Issues**

### **Nature of the Course**

Advertising Issues encourages students to develop an informed perspective on the role of advertising in our society and, in turn, the influence of society on the practice of advertising. Emphasis should be placed on encouraging student discourse—both verbally and in writing. Given the broad range of topics this course encompasses, the instructor should have a good deal of freedom in choosing material for the course. Certain general areas seem especially deserving of inclusion and are presented below.

### **ACEJMC Standards Addressed in this Class:**

- Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Think critically, creatively and independently
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

### **Course Objectives**

1. Instructors should seriously consider issues that involve the historical and institutional aspects of advertising, the influence of sociodemographic changes on advertising, regulatory trends and current conditions, the function of advertising in economic terms, and questions of ethics.
2. Students should be exposed to a wide range of opinions throughout the course. In the process, they will also become familiar with a variety of approaches to the study of advertising as a social, cultural, and economic force.
3. Since it's likely that students will have differing, yet valid opinions, emphasis should be placed on the articulation of logical and informed opinions rather than mere rote memorization of material.
4. Class discussion should be encouraged through the use of a Socratic method of teaching or by requiring students to participate in class exercises and debates.

## **Instructional Objectives**

Upon completion of Adv 480, students should:

1. Understand what it means to regard advertising as an institution, have read the classic articles dealing with advertising as an institution and be able to articulate the positions advocated by such authors as Sandage, Carey, Norris, Potter.
2. Understand the cultural belief system(s) that provide support for advertising.
3. Be familiar with and able to explain positions held by writers advocating radical reform or revision of advertising as an institution.
4. Be familiar with the rhetoric of recurring issues in advertising, recognize that such issues reach points of settlement, and then arise again. Students should be able to connect logically the "current issues" to their historical precedents. Such issues include:
  - a) Advertising directed to vulnerable groups such as children and the elderly
  - b) Advertising for "vice products," such as alcoholic beverages, tobacco
  - c) Advertising by professional groups
  - d) Relationships between advertising and media content
  - e) Education and training for advertising, issues of professionalism
  - f) Political advertising
  - g) Truth in advertising
  - h) Ethical codes
  - i) Relevant communication views and theories, such as the ritual view of communication, cultivation theory, and symbolic interactionism
  - j) Advertising and issues relating to diversity
5. Be familiar with the First Amendment and able to trace the development of the commercial speech doctrine in the U.S. Courts.
6. Be familiar with the major regulatory bodies and be able to explain how the Federal Trade Commission, the NARB/NAD, and other regulatory groups function.
7. Have had the opportunity to express their views about advertising in open discussion and in position papers written for class.

## **Grading**

The majority of a student's grade should be determined by the ability to express ideas in written form. Though short objective-style quizzes may be helpful for encouraging students to keep up with the reading, essay-style examinations (either in-class or take-home) are encouraged.

Research papers may also be effective.

## **Possible Texts and Resources**

Depending on the instructor's choice of material, certain texts could be required, or a selection of readings could be made available to the class. Some books to consider:

- Hovland, Roxanne and Joyce Wolburg. Advertising, Society and Consumer Culture, 2010
- Hovland, Roxanne Wolburg, Joyce and Haley, Eric Readings in Advertising, Society, and Consumer Culture
- Sheehan, Kim, Controversies in Contemporary Advertising
- Fox, Stephen, The Mirror Makers

- Hovland and Wilcox, Advertising in Society
- Rotzoll, Haefner and Sandage, Advertising in Contemporary Society
- Schudson, Michael, Advertising: The Uneasy Persuasion
- Bagdikian, Ben, The Media Monopoly
- Web sites for: the Census Bureau; the FTC
- Ad Busters; Arent Fox Advertising Law Site
- Current trade and scholarly publications can also provide valuable material.

**Prerequisite:** Advertising 360

## **Advertising 492 Advertising Internship**

### **Nature of the Course**

Advertising 492 gives students the opportunity to earn academic credit for professional work experience. One hour of academic credit is awarded for each 150 hours of supervised work by the on-site supervisor. The course may be repeated for a maximum of two academic credits. Grading is on a S/NC basis.

### **ACEJMC Standards Addressed in this Class:**

- Think critically, creatively and independently
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

### **Instructional Objectives**

1. To give students an opportunity to combine classroom instruction and textbook reading with on-the-job training.
2. To assist students in crossing the bridge between academic life and professional life.
3. To allow students to gain knowledge and experience in fields not necessarily covered in depth in the curriculum.
4. To allow students to create additional materials for portfolio presentation and to build relevant experience for their resumes.
5. To provide critique and feedback for students' first professional experience.
6. To identify problem areas and weaknesses in skills and knowledge for individual students and to help them find ways to overcome those weaknesses.
7. Through work experience, to help students determine reasonable career objectives.

### **Assignments**

Students are assigned to a practicum supervisor at the beginning of the term and work out the nature of their tasks and responsibilities, work hours, and other matters. Students file a one-page written report periodically with the faculty supervisor and discuss via e-mail or face-to-face meetings with the faculty supervisor experiences, problems, accomplishments, and concerns throughout the term.

### **Performance Measurements**

Student performance should be measured by evaluation of the written reports and through a written evaluation completed by the on-the-job supervisor.

### **Unique Aspects**

Facilitate student ability and practicum position needs requires careful attention. Because the course is graded S/NC, some students are lax in turning in reports and communicating with the faculty instructor. Students should be encouraged as much as possible to "find" their own

practicum positions, using the faculty supervisor's guidance, and knowledge from classes such as Advertising 380.

**Text.** No text is used in the course

**Prerequisite:** Advertising 340

## Advertising 490 Sections

Advertising 490 is a Special Topics Course. Topics vary from semester to semester. Advertising 490 sections should be rigorous and robust and equal to the demands of any other undergraduate course. Advertising 490 counts as a Communication elective.

Advertising 490 is the only 400-level advertising course that carries graduate credit. As such, instructors should consider adding assignments especially for graduate students that would address their unique needs.

Advertising 490 should provide both student and teacher with broad flexibility. Ideally, students will select a 490 section that is most in keeping with their academic interests or career goals. Advertising 490 should give teachers an opportunity to develop new academic areas or experiment with content areas that are not covered in depth in the required advertising curriculum. Adv 490 offerings should never become static or fixed. This course represents a singular opportunity for faculty to continue to develop material and teaching interests beyond the acknowledged parameters of the curriculum. But neither should 490 section be approached lightly or without due consideration. Section offerings should be substantially different from courses available elsewhere on campus.

Pre-requisites for 490 sections vary according to the proposed topic each semester.

## **Advertising 490 Advanced Creative Strategy**

### **Nature of the Course**

Creative Strategy provides development of creative strategies as a base/platform for development of specific advertisements and campaigns. It uses and expects basic skills developed in Adv 350. The course emphasizes creative efforts both individually and in teams. The students can expect more work out of class than in class. The classroom provides exercises in creative thinking as well as a setting for fine-tuning both written and verbal skills in communications. The students – individually and in teams – will practice both presentation and "selling" of their work. While continuing the Adv 350 emphasis on consumer print and broadcast advertising, this course can also provide creative exposure to, and skills developed in, other forms of advertising, sales promotion, business-to-business advertising, industrial advertising, direct marketing, public relations, outdoor, packaging, etc.

### **Assignments**

1. Projects. For most class periods there will be:
  - a) an in-class project and/or exercise in creative thinking plus
  - b) an out-of-class assignment usually requiring a larger time investment than that of a class period. (The course requires a lot of work and thought by the student, a heavy load of grading and feedback for the teachers). An assigned project will usually be due the next class period after assignment but "Campaigns" or strategy assignments may require longer time frames.
2. Equipment and Supplies. This is a professional course and, accordingly, students must ask and be able to make judgments about professional standards and expectancies. Like courses in Architecture or Graphics Design, it can be viewed by some students as not "inexpensive." Supplies can be shared but there are no professional shortcuts.
3. This special topics course is labor-intensive for both student and teacher.
4. Students are expected to know basic principles of advertising and marketing. They should be able to take concepts or styles and cross-overs from one advertising vehicle/medium to another. Work for campaigns/products should be linked conceptually and aesthetically.
5. Special competitive opportunities may be used, such as the INAME newspaper ad competition, Addy awards, One Show, etc.

### **Instructional/Learning Objectives**

In this course students should:

1. Work to develop creative strategies based on marketing and advertising strategies.
2. Come into the course with a professional interest already in the subject matter. Students are expected to want improved skills in strategizing, creative thinking, copywriting and design.
3. Develop ads and/or multi-media campaigns based on creative strategies.
4. Work individually in class and out-of-class but also work in groups ("teams") as a mirror of real-life creative/advertising processes.
5. Use quantitative measures - secondary research and their own primary research - as a backdrop for strategy and creative development.

6. Improve their abilities in presenting/selling their ideas, their work and other people's work.
7. Improve individual skills in copywriting (the class presumes the student already knows the basics of both writing and copywriting).
8. Be expected to find or develop a system or individual style appropriate to their competence in art-layout-design. The class does not require the student to be talented artistically but presumes each person's work can be professionally presented and communicate concepts.
9. Learn to provide constructive critique of other student's work (sometimes the work is anonymous to the critiquer).
10. Develop or provide a professional advertising portfolio with a minimum of 10-12 pieces/projects. The portfolio and its presentation should count importantly in the grade for the course.
11. Be exposed to outside professionals, during or at the end of the course, who will evaluate each student's work.
12. Meet these minimum expectancies:
  - a. use standard typography in their ads. No press type.
  - b. "Clip art can be traced but not submitted as is.
  - c. all projects, excepting class exercises, should be professionally mounted, using professional materials and consistent, standardized approach to presentation as established by the teacher. This insures the teacher can grade the work and not just its good or poor presentation.
13. Be graded primarily on projects (both in class and out-of-class), but also on participation, attendance, presentation, portfolio. Tests should be limited to daily assignments in new media or terminologies or specific concepts or including standards.
14. Provide work already edited and proofed. (This is not a class in remedial work.)
15. Expect an "automatic F" for:
  - a. misspellings of client or product name
  - b. failure to include basics in ads such as address, telephone, length of the spot, number of words appropriate to length, copyfitting, etc.
16. Expect these professional expectations from this course:
  - a. how to identify and develop sound creative strategies based on marketing and advertising strategies.
  - b. translate and execute the strategy into professionally presented ads and materials.
  - c. present and sell one's own work (and other people's work).
  - d. a tough sense of one's abilities, potential and likelihood of competitiveness in a real advertising environment.

NOTE: Individual teachers should feel the right and responsibility to teach one's own style and to bring one's own unique perceptive and special competence into this special topics course.

**Texts and Resource materials**

1. Basic volumes required for Adv 350.
2. "Show" materials/ads that demonstrate current standards of creativity and success.  
(Students should know what is winning awards and what is recognized as good/current by the advertising/marketing professionals.)

**Prerequisites:** Advertising 350 with a grade of B or higher

## Graduate Advertising Courses

The School of Advertising and Public Relations offers four graduate advertising courses that form the core of the advertising specialization in the M.S. and Ph.D. programs in Communications. Advertising 490 (Special Topics) also carries graduate credit.

Graduate offerings are intended to be more demanding and more rigorous than undergraduate courses. They should engage students at a higher intellectual level, incorporate greater questioning of the customary practices of the industry, and incorporate readings from appropriate research journals such as Journal of Advertising, Journal of Marketing, Journal of Advertising Research, and Journal of Public Policy and Marketing.

Writing and research assignments for graduate students should reflect a higher expectation for depth, complexity, completeness, and evaluation of research; for synthesis; and for generating public policy and managerial recommendations.

Especially for doctoral students, graduate courses should offer the opportunity to produce a research study that can, with some revision, be submitted for conference presentation or journal publication.

Guidelines for the following graduate-level advertising courses appear below:

1. Advertising 510: Advertising and Society
2. Advertising 520: Advertising and Communications Theory
3. Advertising 530: Advanced Advertising Research
4. Advertising 540: Advertising Planning
5. Advertising 561: Social Media

## **Advertising 510** **Advertising and Society**

### **Nature of the Course**

Advertising 510 introduces students to the analysis of advertising as an institution in a free-enterprise, democratic society and its relation to social, legal, cultural, and economic institutions.

### **How it differs from an undergraduate course**

The companion course at the undergraduate level is Advertising 480. In Advertising 510, students are expected to develop a conceptual framework for investigating the various aspects of the relationship between advertising and society, and students should write an individual research proposal for an actionable study regarding social, legal, economic or ethical issues related to advertising.

### **Requirements**

- The course should be readings based, incorporating both classical and contemporary writings.
- Students should be required to make use of leading academic journals and books related to the topics of the course.
- Students should be required to lead seminar discussions.

### **Suggested topics to be covered (but not limited to)**

- Advertising as an institution
- Commercial Speech and First Amendment
- FTC and other regulatory agencies
- Advertising self-regulation
- Privacy
- Advertising's economic support of media
- Advertising and the political process
- The ideological power of advertising: Race, gender, age, etc.
- Advertising and vulnerable audiences: Children, older consumers, economically disadvantaged, lesser educated
- Advertising of harmful/controversial products (cigarettes, pharmaceuticals, alcohol, etc.)

### **Course Objectives**

Following completion of Advertising 510, a student should be able to:

1. Frame the various aspects of debates about advertising issues at both the macrosocial/economic and micro managerial levels
2. Consider multiple perspectives and positions
3. Begin to investigate various issues through research
4. Develop and defend his/her own position on various issues

## **Unique Aspects**

Advertising 510 serves both masters and Ph.D. students. As such, instructors should consider adding assignments especially for Ph.D. students that would address their unique needs to create original academic research.

Advertising 510 is designated as a theory intensive course option for CCI Ph.D. students. As such, special attention must be given in the course to various theoretical explanations for advertising and society issues. Sociological, political, economic, ethical, psychological and communications theories would all be appropriate to include in the course. Additionally, it is suggested that Ph.D. students write a minimum of four theory critiques during the semester, critically examining the application of specific theory to advertising and society issues.

## **Advertising 520**

### **Advertising and Communications Theory**

#### **Nature of the Course:**

Advertising 520 introduces students to a wide-ranging body of literature from the trade press to research journals that deal with making message strategy decisions. This literature includes books about creative strategy written by practitioners and academic journal research studies dealing with analysis of various strategic alternatives.

#### **How it differs from an undergraduate course**

The companion and undergraduate course for Advertising 520 is Advertising 350 – Creative Strategy. Advertising 350 relies heavily upon a single textbook and incorporates skill-building in copywriting and design. Advertising 520 is taught from a managerial perspective and assumes that the student will, in his career, be called upon to make and approve message strategy, but may not be a copywriter or designer him/herself. Advertising 520 is designated as a theory intensive course option for CCI Ph.D. students. As such, special attention must be given in the course to various theoretical explanations for how advertising is used as a communication tool.

#### **Course Objectives**

Following completion of Advertising 520 a student should:

1. Be familiar with the classic message philosophies of advertising pioneers such as Claude Hopkins, Rosser Reeves, Leo Burnett and Bill Bernbach
2. Be familiar with message strategy typologies and understand their underlying literature
3. Understand and be able to apply to marketing situations message strategy grids such as the FBC grid or Taylor's strategy wheel
4. Have read the most current research findings in academic journals of the field regarding message strategy as well as the classics of communications theory
5. Have thoroughly reviewed, written about, and explained to others the most current research regarding some specialized aspects of message strategy such as fear appeals, comparative strategy, use of celebrities
6. Have studied the use of creative strategies in emerging technologies and in other cultures and understand how message strategies are influenced by technology and culture
7. Have studied the latest research and models of the persuasion process
8. Be familiar with current FTC, NARB, and other regulatory policies that affect message strategy decisions
9. Have a demonstrated understanding of some or all of the above through an applied, cumulative message strategy assignment

**Intended Level**

Although Advertising 520 is intended for students who have taken a basic course in copywriting and layout, students who have experience in professional writing (public relations students) or marketing (MBA and Retail and Consumer Science students) may benefit from the course. The material covered in the course should be applied quite easily to the project requirement for advertising students.

**Unique Aspects**

Advertising 520 is designated as a theory intensive course option for CCI Ph.D. students

Advertising 520 serves both masters and Ph.D. students. As such, instructors should consider adding assignments especially for Ph.D. students that would address their unique needs to create original academic research.

## **Advertising 530**

### **Advertising and Public Relations Research**

#### **Nature of the Course**

This course is intended to equip the graduate student with the necessary techniques and experience to supervise/conduct/interpret a variety of methods used in both practitioner and academic advertising and public relations research.

#### **How it differs from the undergraduate course**

Advertising and Public Relations 530 gives students a strong understanding, beyond that acquired in ADV/PR 340, of considerations of validity and reliability when conducting applied and academic research, and the different threats and strengths of each methodology and method with respect to validity and reliability. An understanding of the theoretical foundations of research, from ontology to epistemology to theoretical perspective to methodology to methods, is an important foundation of that understanding. Extensive use of statistical software such as SPSS to conduct uni- and multi-variate statistical analyses also extends the course beyond ADV/PR 340 content. Students must be equipped to conduct sound research in an applied or academic setting; they should also understand how research in either setting can inform and benefit the other.

#### **Course Objectives**

Following completion of Advertising 530 a student should be able to:

1. Use academic and trade sources to provide background information necessary for conducting primary research
2. Evaluate and execute a survey research project
3. Analyze and interpret data
4. Understand and interpret the following statistical methods: descriptive, chi-square analysis, t-tests, analysis of variance, linear regression, step-wise regression, correlation analysis, discriminant analysis.
5. Have an understanding of copytesting, content analysis, qualitative research and basic experimental design
6. Communicate in written form the process and results of the research project

**Prerequisite:** Statistics 531

#### **Unique Aspects**

Advertising 530 serves both masters and Ph.D. students. As such, instructors should consider adding assignments especially for Ph.D. students that would address their unique needs to create original academic research.

## **Advertising 540**

### **Advertising Decision Making**

#### **Nature of the Course**

This course should enable graduate students to understand and address advertising and promotion problems as found in the advertising business. The cases assigned should cover a range of decision-making areas such as positioning, budgeting, media strategy, creative strategy, advertising research, promotions, and ethical issues. Students are expected to develop critical thinking skills and applications for investigating the various managerial aspects of advertising. Subject areas should be supplemented by academic articles and studies associated with the topic.

#### **How it differs from an undergraduate course**

In contrast to the undergraduate ADV 450 class, ADV 540 includes more emphasis on the use of both primary and secondary research methods to solve cases and other specific problems. While students may work together for some of the assignments, there is more emphasis placed on individual work in ADV 540. As potential communication managers, students are expected to demonstrate personal accountability for researching, solving and justifying their decisions.

#### **Course Objectives**

1. Students should be able to follow a structured approach to decision-making to address a range of advertising management problems
2. Students should learn to understand and use case facts and information in their solutions
3. The course should facilitate learning by providing opportunities to analyze, strategize, and make recommendations on advertising and promotion issues.
4. Students should gain an appreciation of academic work related to various areas of advertising.
5. Students should learn to articulate their positions or decisions.
6. Students should also develop good writing and presentation skills.

#### **Assignments**

The general form of work should include the following:

*Case Material:* Case discussions may involve individual session leadership, role plays, individual/team debates, or issues deliberation. Every case discussion should ideally be preceded by a discussion of the relevant theories, background research or analysis tools that would assist in analyzing the case.

*Individual Work:* Each individual student should be in charge of at least two case analyses. Students should lead the class discussion of the case, presenting critical factors and possible alternatives related to the problem outlined in the case. Students may also be required to write position papers, a report on an issue of advertising managerial relevance, or develop their own cases for analysis. Additionally, students may be required to conduct primary research and write a research paper dealing with some aspect of advertising management.

*Group Work:* Students may work in teams of 2-4 to produce written team case reports and presentations for some of the cases.

### **Text**

Cases can be assigned from

- Cases written by the faculty or other students
- From a casebook such as Percy, Larry and Elliot, Richard (2005). Strategic Advertising Management, or Kapferer, Jean-Noel (2008). The New Strategic Brand Management: Creating and Sustaining Brand Equity Long Term.

### **Unique Aspects**

Advertising 540 serves both masters and Ph.D. students. As such, instructors should consider adding assignments especially for Ph.D. students that would address their unique needs to create original academic research.

**Advertising 561**  
**Social Media**  
**(cross-listed as PBRL 561)**

**Nature of the Course**

This course will provide students with practical knowledge and analytical skills necessary to create, evaluate, and execute social media campaigns. ADVT/PBRL 561 will be comprised of lectures, case studies, assignments, and engaged activities that will help in the development of a strong social media skill set for students' to take to future job and/or internship interviews.

NOTE: While this course mirrors Advertising 461 in content, the depth and quantity of assignments is enhanced. Graduate students enrolled in ADVT 561 should expect a more rigorous workload (including extra blogging efforts) and more individualized work throughout the semester.

**Instructional Objectives**

1. To provide insight about and experience with social media tools and digital technologies.
2. To emphasize both the importance of managing one's online personal reputation and a business/organization's identity through social media platforms.
3. To make students aware of ethical, legal, and privacy issues when using social media outlets.
4. To stress the significance of listening to, participating in, and monitoring online conversations.
5. To focus on the understanding of social media marketing and the strategic decisions made prior to the implementation of a social media campaign.
6. To increase knowledge of the implications and need for evaluation when incorporating social media in an overall IMC campaign.
7. To keep students up to date on the latest in digital and social media channels used in social media marketing

**Assignments**

Students will participate in a variety of in class and out of class exercises, assignments, and group work. Assignments may include

1. The creation of and maintenance of a personal blog
2. A social media analysis of one's management of his/her online brand
3. The completion of a social media monitoring assignment
4. A crisis communication simulation exercise
5. A written and presented social media plan for client

**Performance Measurement**

Student competency of course material should be measured by performance on quizzes, assignments (both out of class and in-class exercises), written work (blog and social media plan) and attendance/participation.

### **Unique Aspects**

Class content (lectures, readings, some assignments) changes each semester as social media technologies continue to evolve. As such, the instructor must realize a need to update content often. Students should also recognize the importance of reading social media news on a daily basis to be better informed for lectures. In addition, there are many social media measurement/monitoring tools that are too costly for educational use. While this is definitely a challenge, instructors may seek out guest speakers and/or representatives from these companies (i.e., Salesforce Social Studio, Hootsuite, etc.) to visit with the class – either in person or via Skype or Zoom.

### **Texts & Resources** (*As with the nature of the class/topic, texts can/will change often.*)

- Deckers, Erik & Lacy, Kyle. *Branding Yourself: How to Use Social Media to Invent or Reinvent Yourself*.
- Schaefer, Mark. *The Tao of Twitter: Changing Your Life and Business 140 Characters at a Time*.
- Schaefer, Mark. *Return on Influence: The Revolutionary Power of Klout, Social Scoring, and Influence Marketing*.
- Daily readings from [www.mashable.com](http://www.mashable.com)
- Subscribe to [www.emarketer.com](http://www.emarketer.com)
- Subscribe to SmartBrief on Social Media
- Follow social media experts and influencers on social media channels (ex: Mark Schaefer, Pete Cashmore, Ryan Sauers, Brain Solis, Jay Baer, etc.)

**Prerequisite:** ADVT 530 for graduate students. Special permission to enroll may be granted by instructor.

**Advertising 590**  
**Advertising Project**

Guidelines for M.S. Project in Advertising

1. Students should register for Advertising 590 and arrange their class schedules so that the project can be started and completed during a fall semester.
2. An Advertising faculty member will be assigned as the project director for all students in any given semester.
3. The typical M.S. project will be an advertising campaign plans book and sample creative executions. M.S. students will be encouraged to complete the same project that is assigned to the undergraduate campaigns class during that semester. Other clients are acceptable as M.S. projects, but it is the student's responsibility to submit a written proposal to the project director requesting that an alternative client be assigned. Such proposals must be submitted prior to the beginning of the semester.
4. Students must begin and complete their projects within the confines of a single semester. Students earn a grade of "Satisfactory" or "No Credit." Students who do not complete the project within a single semester must start anew with another project in a subsequent fall semester in order to earn credit for the project.
5. Following submission of the project itself, students must orally defend their work to a panel of at least three Advertising faculty members and must answer satisfactorily the faculty members questions about their work.
6. Projects will be archived in the Graduate Studies area of the College of Communication and Information.