

## Journalism 250 – Principles of Advertising

Sage Hall Room #3239

M/W 1:50-3:20 p.m.

Prerequisite: 30 units (crs.)

**Instructor:** Kim Kelling, Ph.D.  
**Office:** Sage Hall Room #3483  
**Office Hours:** M/W 8:30-9:30 a.m.  
and by appointment  
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### Course Description

Advertising as a form of mass persuasion. Survey of advertising practices in a multicultural society.

### Objectives of the Course

This course serves as an introduction to the role of advertising in integrated marketing communications. Through case studies and applied exercises, we'll explore advertising strategies, ethics, media and creative execution.

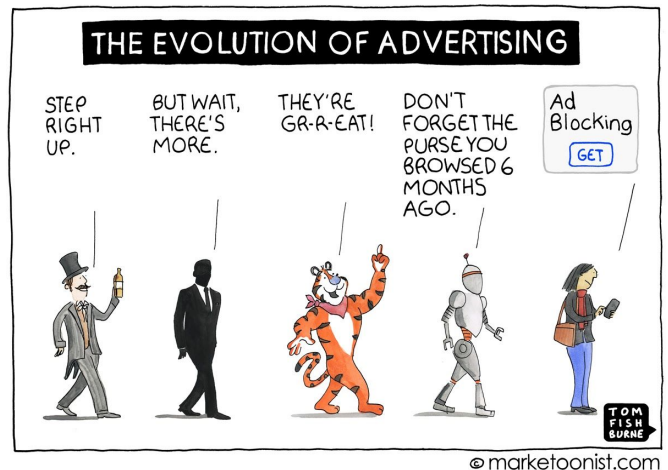
Taking this course should help you gain a better understanding of the relationship between IMC and society. Therefore, objectives for this course include:

- Understand the principles of advertising within the promotional marketing mix
- Recognize and identify problems in marketing communications
- Develop an understanding of psychological and sociological theories underlying advertising design, messaging and strategy
- Understand and appreciate the complexity of advertising planning, strategy, and execution
- Conceptualize how advertising strategy uses various media platforms within the creative mix
- Develop critical thinking skills that will allow you to apply broader ethical and reasoning skills in assessing and creating advertising
- Recognize how gender, race, ethnicity, sexual orientation and other forms of diversity relate to advertising and mass communication

### Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) Values and Competencies

By taking this course, all students should be able to:

- 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 communication
- 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
- 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

### **Textbook**

Reading assignments will come from the following **required** text:

- Arens, W. F., & Weigold, M. F. (2017). *Contemporary advertising & integrated marketing communications* (15th ed.). New York: McGraw-Hill/Irwin.

### **Recommended Materials**

- A dictionary and a thesaurus
- Adweek, Ad Age, The One Club for Creativity – It's always a good idea to keep up-to-date on award-winning work and industry trends

### **Participation**

Participation will be tracked throughout the semester with in-class activities, exercises and small group work. These in-class projects are meant to be fun and give you a chance to work in a team on mock advertising and marketing initiatives. At the beginning of the semester, you will have 50/50 on participation. In order to maintain your grade, show up to class, participate in in-class activities, complete peer evaluations for group work and be respectful of your professor and peers. You will lose participation points for unprofessional behavior, such as showing up late to class, unexcused absences, failure to turn in a peer evaluation for group work, treating peers with disrespect, unnecessary use of technology during class or similar violations of proper class conduct.

### **Attendance**

If you miss a class for an excusable reason such as illness or family emergency, please let me know immediately so I can excuse you from reading quizzes and in-class work. I may require a doctor's note or other documentation.

*Regardless of why you miss a class, you must communicate with me about the absence before class if at all possible, but certainly within 24 hours.* Just as you would not miss work without letting your boss know why, you should not miss class without letting your professor know why.

If you miss a class, find a classmate who is willing to share their notes for the day. **Do not ask me to recap material that you missed.** I will not do it. I do not keep track of attendance in the course; however, if you miss a class for an unexcused reason, *you cannot make up that day's in-class participation points.*

## Group Project

A key objective of this course is being able to apply theories and concepts to elements of the marketing mix. More specifically, you will be tasked with focusing on one specific component of the marketing mix: promotion. In teams, you will work on developing an integrated marketing communication (IMC) plan for a client. This is a semester-long assignment, resulting in a **LIVE** client presentation. Additional assignment information is available in Canvas.

## Reading Quizzes

I hated pesky quizzes as a student, but *guess what?* They get you to do the reading! You have weekly readings in this course for a reason: The textbook provides important and interesting information that addresses the main objectives for this course. Therefore, it is my job as your professor to make sure you soak in all that knowledge (or at least try!).

All reading quizzes will be available on Canvas. They are open note/book, but must be completed by the time class begins on the day the reading is due. Due to the intensity of the schedule for these quizzes, *I will drop the two lowest scores* at the end of the semester.

## Exams

There will be three exams in this course, each worth 100 points.

Missed reading quizzes and exams may not be made up and will result in a 0 grade. In the rare case that an emergency occurs that prevents you from coming to an exam or results in you missing a reading quiz, please let me know ahead of time or as soon as possible so we can discuss a make-up exam/quiz.

## Grading

There will be 12 reading quizzes, three exams and a group project that all factor into your grade, in addition to your participation score. *All grades are final.* If you have a question about grades, you have seven days from the day the grade is posted to set up a meeting with me to receive clarification. Grades will not be discussed over email or before/after class.

Grade Breakdown:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Group project	75 points
Reading quizzes	50 points
<u>Participation</u>	<u>50 points</u>
<b>TOTAL</b>	<b>475 points</b>

<b>J250 GRADING SCALE</b>	
94-100%	<b>A</b>
90-93.9%	<b>A-</b>
87-89.9%	<b>B+</b>
84-86.9%	<b>B</b>
80-83.9%	<b>B-</b>
77-79.9%	<b>C+</b>
74-76.9%	<b>C</b>
70-73.9%	<b>C-</b>
67-69.9%	<b>D+</b>
64-66.9%	<b>D</b>
60-63.9%	<b>D-</b>
Below 60%	<b>F</b>

### **Communication**

My goal is to be as responsive as possible to you throughout the duration of this course. Therefore, I genuinely hope you take advantage of my office hours if you have any questions or concerns about this course or the job/internship application process. I highly recommend emailing in advance, even if you plan to show up during my scheduled office hours, as unexpected meetings may take me out of the office temporarily.

I try the best I can to respond to all emails by the end of the day (unless it is the weekend, I am travelling or it is a holiday). If you have a question or issue that requires a detailed response, it is best to set up an appointment to meet with me personally. I will not address grades or answer grade-related questions over email.

*Please, only use your UWO email to contact me.*

### **University Policies**

Students with Special Needs: All reasonable efforts will be made to accommodate students with special needs. Please, let me know if there is anything I can do to improve your learning environment. Contact the dean of students at 424-3100 or visit <http://www.uwosh.edu/deanofstudents/disability-services> for more information.

Academic Support of Inclusive Excellence: If you are a member of a historically marginalized population, you may find support by contacting this office. Check out its website at <http://www.uwosh.edu/acad-supp>.

Students Right to Know Act of 1990: Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>.

Academic Integrity: Be sure to read the University of Wisconsin Oshkosh Student Discipline Code (below).

#### UWS 14.01 Statement of principles.

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

#### UWS 14.03 Academic misconduct subject to disciplinary action.

1. Academic misconduct is an act in which a student:
  - a. Seeks to claim credit for the work or efforts of another without authorization or citation;
  - b. Uses unauthorized materials or fabricated data in any academic exercise;
  - c. Forges or falsifies academic documents or records;
  - d. Intentionally impedes or damages the academic work of others;
  - e. Engages in conduct aimed at making false representation of a student's academic performance; or
  - f. Assists other students in any of these acts.
  
2. Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Plagiarism is the copying of information from a source without citing the source. This is especially applicable in this class and will result in a failing grade.

## **Course Schedule**

NOTE: The course outline, overview and assignment schedule outlined below are subject to change at the discretion of the University or the professor.

The reading assignments are to be completed before that day's class meeting.

### **Week 1 – Introduction to Advertising**

#### **Monday, Feb. 3**

Course Introduction

#### **Wednesday, Feb. 5**

Chapter 1: Advertising and IMC Today

*\*No reading quiz due today*

### **Week 2 – The Big Picture**

#### **Monday, Feb. 10**

Chapter 2: The Big Picture: The Evolution of IMC

RQ1 Due

#### **Wednesday, Feb. 12**

Chapter 3: The Big Picture: Economic and Regulatory Aspects

RQ2 Due

**Due: Group Formation assignment**

**5:30 p.m. - Meeting with client at the Culver Family Welcome Center**

### **Week 3 – Foundations of Advertising**

#### **Monday, Feb. 17**

Chapter 5: Marketing and Consumer Behavior: The Foundations of Advertising

RQ3 Due

#### **Wednesday, Feb. 19**

Chapter 5 (cont'd)

### **Week 4 – Exam Week**

#### **Monday, Feb. 24**

*Exam Review*

#### **Wednesday, Feb. 26**

**Exam #1 (covering chapters 1, 2, 3 & 5)**

### **Week 5 – Market Segmentation & Research**

#### **Monday, March 2**

Chapter 6: Market Segmentation and the Marketing Mix: Determinants of Advertising Strategy

RQ4 Due

#### **Wednesday, March 4**

Chapter 6 (cont'd)

## **Week 6 – Marketing Research**

**Monday, March 9**

Chapter 7: Research: Gathering Information for Advertising Planning  
RQ5 Due

**Wednesday, March 11**

Chapter 7 (cont'd)

## **Week 7 – Media Planning**

**Monday, March 16**

Chapter 8: Marketing and IMC Planning  
RQ6 Due

**Wednesday, March 18**

Chapter 8 (cont'd)

## **Week 8 – SPRING BREAK**

## **Week 9 – Media Strategy**

**Monday, March 30**

Chapter 9: Planning Media Strategy: Disseminating the Message  
RQ7 Due

**Wednesday, April 1**

Chapter 10: Creative Strategy and the Creative Process  
RQ8 Due

## **Week 10 – The Creative Process**

**Monday, April 6**

*Exam Review*

**Wednesday, April 8**

**Exam #2 (covering chapters 6, 7, 8, 9 & 10)**

## **Week 11 – Exam Week**

**Monday, April 13**

Chapter 13: Using Print Media  
RQ9 Due

**Wednesday, April 15**

Chapter 13 (cont'd)

## **Week 12 – Elements of the Creative Mix**

**Monday, April 20**

Chapter 14: Using Electronic Media: Television and Radio  
RQ10 Due

**Wednesday, April 22**

Chapter 14 (cont'd)

**Due: IMC Plan for Amcor**

**Thursday, April 23**

**5:30 p.m. - Client presentations at the Culver Family Welcome Center**

**Friday, April 24**

**Due: Peer evaluations to Canvas by 11:59 p.m.**

**Week 13 - Elements of the Creative Mix**

**Monday, April 27**

Chapter 15: Using Digital Interactive Media

RQ11 Due

**Wednesday, April 29**

Chapter 15 (cont'd)

**Week 14 - Elements of the Creative Mix**

**Monday, May 4**

Chapter 17: Out-of-Home Media

RQ12 Due

**Wednesday, May 6**

Chapter 17 (cont'd)

**Week 15 - Exam Week**

**Monday, May 11**

*Exam Review*

**Wednesday, May 13**

**Exam #3 (covering chapters 13, 14, 15 & 17)**