

Advertising Concepts

JOUR 3020 • Fall 2009

Mayborn School of Journalism • University of North Texas

Nationally Accredited • Toughest Program in Texas • Best Mentoring Anywhere

Professor Sheri Broyles, Ph.D.

Classroom 337 General Academic Building

Class times Section 001: Tuesday/Thursday 8:00 to 9:20
Section 002: Tuesday/Thursday 9:30 to 10:50

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Office hours Tuesday/Thursday: 11:00 a.m. to 12 noon; 1:00 to 1:45; Monday by appointment.

Prerequisites To take this class you should be an advertising major or minor, or have the consent of the school. If you are an advertising major, by registering for this course you are stating that you have taken the required prerequisite courses of JOUR 1210, 2010, 2200 and 2310. Advertising minors must have taken JOUR 2010. For a journalism major to be enrolled in any restricted 3000- and 4000-level classes, you must have taken and passed the GSP test, all pre-major courses, Math 1680, have a 2.5 GPA and have applied for major status. If the school later determines that you haven't met these requirements, then you may be dropped at any point in the semester.

Helpful registration tips

Each semester you'll need to print your official transcript, highlighting all of the journalism courses you've taken. You'll use this transcript to obtain codes in the advising office before registering for classes.

The School of Journalism doesn't allow students to take a course more than twice. If you've failed a journalism course two times (majors must have a C or better to pass, minors a D or better), you won't be allowed to enroll in that course for 12 months. Once you've waited 12 months, you may make an appeal to the professor teaching the course to be allowed to enroll a third time.

What you will learn

When you begin this course, you should already have an understanding of the institutions of advertising — its agencies, the media and its advertisers — as well as advertising's role in the management and marketing of an organization. You also have had a taste of researching and developing a creative idea.

This course will delve more deeply into advertising concepts and issues. We'll look at some of the great campaigns from the past and what made them great and enduring. We'll sort through the concept of account planning and how it's different from account management. And you'll learn different ways to understand people — something essential in advertising. We'll also read some of the advertising literature, which will give a foundation for those going into the ad biz. And a whole lot more.

Repeatedly professionals tell me: teach them to think, teach them to write, teach them to present. You'll be doing a whole lot of all three in this class. It should be noted that

while this isn't a creative class (as in creating ads), you're still expected to be creative. Advertising is a creative industry, even for those who aren't actually creating the ads. In this class you'll show your creativity primarily through your thinking, your writing in assignments and projects and in your presentations.

This course is required of majors and minors in advertising and should prepare you for advanced advertising courses.

I'll be available to help you outside of class, either in my office or by telephone. But you must initiate that contact. By working together, this will be a tremendous learning semester.

Accrediting standards to help you be better prepared

The Department of Journalism, now the School of Journalism, has been accredited by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) since 1969. About one-fourth of all journalism and mass communications programs in the United States are accredited by ACEJMC. National accreditation enhances your education here by certifying that the school adheres to standards established by the council. This course will help you meet the following student learning outcomes that have been established by ACEJMC:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications.
- Understand concepts and apply theories in the use and presentation of images and information.
- 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 you work.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes you will serve.
- Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Materials to help you learn

While there is no required text for the class, you'll have some readings available via the internet. In addition, you'll choose one book from a book list to review and share with the class.

As with all journalism classes, a good dictionary and thesaurus are a must. Your *AP Stylebook* is a great resource as is Struck and White's *The Elements of Style*. You'll also need to search out some information on your own.

Here are a couple of optional books that you may want to buy:

MacMaster, Norm (2007). *What do you mean I can't write? A practical guide to business writing for agency account managers*. Chicago: The Copy Workshop.

Robbs, Brett and Deborah Morrison (2008). *Idea industry: How to crack the advertising career code*. New York: One Club Publishing.

You'll need countless magazines, so start collecting them now from friends and family — the more variety the better. (A dozen issues of *Cosmo* aren't as good as 12 issues from 12 different magazines.) This is also a good time to start your "inspiration file."

How to demonstrate what you learn

Assignments and papers: This is a hands-on course. You'll develop a better understanding of the concepts of advertising by doing. Therefore, be prepared for weekly assignments that cover the ideas in each section of the class. Each assignment or paper will be explained when it's assigned.

All written assignments and papers must be typed and free of errors in grammar, spelling and punctuation. It's your responsibility to ensure that all errors are corrected. You'll be graded on both the content and the technical aspects of assignments and papers.

Assignments and papers are due at the beginning of each class. (See "Deadlines" under Class Policies.) Also see "The technical stuff" under Class Policies.

Exams: There are no formal exams in this course. However, there may be some pop quizzes to see how well you understand what has been covered in previous classes. These quizzes will test material from lectures and readings. Pop quizzes cannot be made up if you are absent or tardy.

Book review: You'll select a book at the beginning of the semester from a readings list that will be handed out. Each person in the class will choose a different book. After reading the book you'll write a review. Requirements will be detailed after you select your book. Don't put this off. You'll be reading your selected book at the same time as you're doing other assignments.

De-consumption study: This will be a major project that will be done in teams. You'll choose groups and present a proposal for your project. At the end of the semester you'll turn in your project as well as present it. Be creative and have fun with this.

How your course grade will be determined (Subject to revision)

Assignments, papers, quizzes	35%
Account planning projects/briefs	35
Book review/presentation	10
De-consumption project	20

The grading scale is as follows:

<u>Grade</u>	<u>%</u>
A	90 - 100
B	80 - 89.9
C	70 - 79.9
D	60 - 69.9
F	< 60

There are a couple of extra credit assignments. Here's a warning though — don't skip an assignment. You'll want these points to make up for GSP errors. Also, see "Attendance" under Class Policies.

As a rule, to be successful in this class you need to come to class on time and turn your work in on time. That's it. As Woody Allen says, "Eighty percent of success is showing up."

Class policies

Attendance: You'll be rewarded for attending class. Anyone with two or fewer absences at the end of the semester will receive an additional three points added to his or her *final* grade (e.g., from 88% — a B — to 91% — an A). Two tardies (whether being late or

leaving early) will count as one absence. Please don't be late. Students who come to class late distract the teacher and other students. If you're late, however, it's your responsibility to see me after class to ensure that your "absent" is changed to a "tardy." I won't make changes at a later time, even if you feel you can document your presence. The purpose of this policy is to encourage and to reward attendance. Because this is a reward system, there are no excused absences of any kind. Period. If you disagree with this policy, please say so now or after class. The option is not awarding bonus points or reverting to the standard punitive system, but allowing for excused absences.

Pop quizzes: Pop quizzes cannot be made up.

The technical stuff: I have concerns with using Wikipedia for a source. Anyone can add to or alter these entries, which raises a question of how credible they are. Therefore, don't use them for sources. If it's in Wikipedia, you can find a better source without much digging.

Grammar, spelling and punctuation count, both here and when you get a job. We're often judged by our writing (and that includes e-mails), and those who make GSP mistakes may be considered sloppy – or worse your thinking may be considered sloppy – or someone may assume you just don't care. Typos have cost agencies clients. People have lost jobs.

To make you aware of these mistakes and to help you learn, points will be deducted for GSP mistakes. Warning: While computer spell check programs are a great aid, they don't catch all your mistakes (e.g., *form* v. *from*). It's your responsibility to ensure that all errors are corrected. If you're working on a team, all members are held responsible. Proof carefully. Always.

Here are some specific things you should look for each time you turn something in. Of course there are others, but this will be a good base to start from. Use this as a checklist *before* you turn in an assignment or project.

Things that make me pound my head against the wall can cost up to a letter grade.

- anything Spell Check should have caught but you just didn't bother
- things Spell Check didn't catch, but you should have (e.g., *form* v. *from*)
- misspelled proper nouns or names
- it's v. its (it's never *its'*)
- you're v. your
- they're v. their v. there
- who's v. whose
- here v. hear
- ad v. add
- ! (one freebie, all others cost a letter grade... choose your one ! wisely)

Things that make me heave a heavy sigh cost up to a partial letter grade.

- incomplete sentence unless done for style (and I can tell the difference); you can put a note in the margin if you want to play it safe
- not using contractions – see bullet point below (exceptions: would've, could've, should've... spell these out)
- stilted language (write like a copywriter, write *conversationally*)
- using an icky semi-colons; see bullet point above
- single words in quotes unless "pointing" to a specific word
- subject/verb agreement
- compound adjectives that don't have hyphens
- confusing possessive v. plural (e.g., IOUs, 1960s, '60s)
- words v. figures (one through nine, but 10+ except in headlines)

- accept v. except (accept for receive; except for exclude)
- affect v. effect (affect as a verb for influence; effect as a noun for result or as a verb for cause)
- all right (not alright)
- among v. between (between for two items; among for more than two)
- because v. since (because for cause-effect; since for time or a logical sequence)
- complement v. compliment (complement for complete; compliment for praise)
- ensure v. insure (ensure for guarantee; insure for insurance)
- farther v. further (farther for physical distance; further for time or degree)
- fewer v. less (fewer for individual items; less for bulk or a quantity)
- flier v. flyer (flier for a brochure or handbill)
- principal v. principle (your pal v. rule)
- you v. your
- use v. utilize (a pet peeve... not technically wrong, but "use" is a power word)
- and other grammatical errors

Most punctuation mistakes will cost you a point.

- commas/ periods not inside quotes
- second comma in an appositive
- and other punctuation blunders

Many of your questions can be answered by referring back to your *AP Stylebook*. It's a good resource. Use it should you have questions. Or check out Struck and White's *Elements of Style*. Always handy to have on your bookshelf.

Deadlines: In advertising we live and die by deadlines. This will be the mantra for our class: *Plan for problems. Expect disasters.* I'm unsympathetic to excuses, even good ones, for missing class or not turning in an assignment. (Top-of-the-list excuses that don't cut it: "My printer broke" or "The lab was backed up and it just never printed out" or "The lab was closed.") If you have the assignment done and, for whatever reason, you don't make it to class, be sure a trusted friend delivers it for you. Assignments left in my mailbox will be considered late. Assignments not turned in at the beginning of class will lose one full-letter grade. Don't be late. An additional letter grade will be lost for each day it's late. For example, if your assignment would have received an 85 if it had been turned in on a Tuesday at the beginning of class, it will receive a 75 if turned in during or after class. If it isn't in my office by Wednesday, it would be worth only 65. *If you don't hand your assignment to me, you must have the office staff write the date and time on your assignment and sign his or her name before you put it in my box.* If that isn't done, I can only assume it arrived moments before I walked in. Please don't be late. It will make all our lives easier.

Cell phones and such: Beware if you have a cell phone, pager, computer or all things that ring, burp, vibrate, sing, or do other annoying things during class. If any of the above happens, you'll be asked to donate \$1.00 to the "Take Dr. Broyles to Lunch Fund." If we get big money we'll start a scholarship fund.

Your unt.edu e-mail address: You should check your UNT e-mail regularly. This is the official way that the university and your professors contact you. If you don't check this e-mail address regularly, please forward the e-mail from this account to the e-mail address that you check daily.

Honor code

The Code of Student Conduct specifically addresses acts of academic dishonesty including cheating and plagiarism. (The Code of Student Conduct can be downloaded at http://www.unt.edu/csrr/student_conduct/index.html.) I prefer to consider this an Honor Code. That is, I assume that you, as an honorable person, would never cheat or plagiarize. Ever.

When you submit work for this class, that is the same as making a statement that you've produced the work yourself, in its entirety. Plagiarism, copyright infringement, and similar uses of other people's work are unacceptable. This is also true of fabrication. Anything taken from the internet (or any other source) should not just be paraphrased, but should be rewritten in your own words incorporating your own ideas. Plagiarism — using other people's words as your own — can take many forms:

- If you cut and paste information into a paper without attribution, that's plagiarism.
- If you copy a direct quote without putting it in quotation marks, that's plagiarism.
- If you paraphrase another person's idea without giving credit, that's plagiarism.
- If you submit someone else's work as your own, that's plagiarism.

(See *The Dallas Morning News*, Jan. 22, 2006, p. 26A.)

Primary research means that you gather the original data through surveys, focus groups, interviews, or other methods. Faking research is cheating. Actually it's worse. In the real world your client may make a poor decision based on your misinformation.

You'll receive a "zero" for any work that is the result of plagiarism or cheating, and you won't be allowed to revise the work. The situation may also be reported to an Academic Integrity Officer through the Provosts office, and you may be required to reapply to be a major in the School of Journalism. Depending on the weight of the assignment, you could be dropped from the course, fail the course, referred to an Academic Integrity Officer, a notation can be put on your transcript, and you could be suspended or expelled from the university. Just don't do it.

Your enrollment in this class presupposes your commitment to this Honor Code. If you have any questions about your responsibility or my responsibility as a faculty member under this Honor Code, please bring them to me or discuss them with an Academic Integrity Officer through the Provosts office.

Special accommodation

If you require special accommodation, please contact the Office of Disability Accommodation. After registering with ODA you should give me your written accommodation request by the 12th day of classes.

Wanna save gas?

Think of some creative options: Become a marathon walker and train on class days. Get a pet pterodactyl to fly you to campus. Or check out this website:
<http://www.unt.edu/newuntfeatures/alternate.htm>

Creative Leaders assignment

This is a bonus assignment. Five bonus points will be added to your assignments grade for each one you do. You may do up to two. Check your syllabus for the due date (WSJ extra credit). See me about drawing random names, then go to the following website to check your person out. If you can't make it work, then Google "Wall Street Journal Creative Leaders Series."

<http://www.aef.com/industry/careers/2026>

If your person's name isn't on the first page, click on "past creative leaders" and find him or her alphabetically.

For each Creative Leader, you'll turn in a Top 10 list in the style of David Letterman. If you don't know what that means, then watch a few nights or check out his website. Type up your list, one page for each name, of things that you found most interesting about your Creative Leader. FYI, I'm not interested in anything your Creative Leader has to say about *The Wall Street Journal*. These were in-house ads done by *The Journal*, so each one includes comments on the *WSJ*. But you don't need to. (Read: Don't do it.) As with everything in advertising, creativity counts — so craft your writing. Just because something is factual doesn't mean it has to be dry and boring. Think, too, about how it looks (i.e., it should look inviting to read). Design it. You might get some bonus bonus points if the look wows me.

Gladwell assignment

Write a one-page, double-spaced summary for each article. I'm looking for your insights and observations. You can find both articles at: www.gladwell.com. Go to *The New Yorker* Archive. The years are listed on the right. The two articles you're looking for are:
1997: The Coolhunt (note: read this one first)
1996: The Science of Shopping

Your first assignment

This assignment, as others over the semester, will help you become more knowledgeable and critical of advertising you see every day. It will also be your chance to look at lots of ads so you see what works and what doesn't.

For your first assignment you should find an ad in a magazine that you think is a good ad. It can be either a full-page or spread ad. If you do a spread, tape the pages together as it appeared in the magazine, then mount the paper with your assignment on the back of one of the pages and fold over the other.

Mount your ad on an 8½ x 11 sheet of white paper on which you have typed following information on the other side.

- Your name
- Your student number
- Due date
- Product
- Source (where you found the ad *and* the date of the publication)
- Benefit (this should be one well-written sentence)
- Critique (Briefly, in two to three short paragraphs, tell why you think this is a good ad. That is, why do you like this ad? What about the copy? The layout? Why do you think it works (or doesn't work)? Be specific.)

Assignments should never go over one page unless specified.

Please bring a second copy of the typed portion of your assignment. I'll return that copy and keep the original copy and ad for my files.

So... what is a benefit? Let's look at the class schedule first then come back to that.

Class schedule

This schedule is subject to change.

Don't I need some background first?

Week 1	Aug. 27	Review of syllabus. The heart of advertising... Benefits. Benefits. Benefits.
Week 2	Sept. 1 3	Ad analysis due. Intro to de-consumption project. The Creative Revolution (1960-1975).
Week 3	8 10	Contemporary advertising (1975-today). Finish contemporary advertising. Classic TV spots (and a few from now).
Week 4	15 17	Catch up. Hand out booklist/book review how-to's/account planning exercise. What is a campaign? Classic campaigns and why they're classic. De-consumption proposal due.
Week 5	22	Campaign analysis due. In-class presentations.

Can we talk a little creative?

	24	The creative process.
Week 6	29 Oct. 1	Design/elements of style. Copywriting. Analysis of ad (design) due.
Week 7	6 8	Analysis of ad (copy) due. Résumés. Diversity. Diversity ad due.
Week 8	13	Other creative business writings. Résumé due. (Don't bore me.)

What is account planning?

	15	Consumer insights/finding the sweet spot.
Week 9	20 22	People who aren't like me (and what I learned from them) project due.*** Day 2 of people who aren't like me presentations. Creative leaders extra credit due.
Week 10	27 29	MRIs and other fun stuff. The creative brief behind the ad. Gladwell readings insights due.
Week 11	Nov. 3 5	Creative briefs due (magazine and personal). Work on team projects/presentations.
Week 12	10 12	Brief for "People who aren't like me" due. Guest speaker/Account planner.
Week 13	17 19	De-consumption study: Team presentations. De-consumption study: Team presentations.
Week 14	24 26	Magazine ad for "People who aren't like me" due. Class presentation. Thanksgiving Break

Books, books, books... Won't those in the ad biz think I'm smart?

Week 15	1 3	Subliminal advertising. Book review presentations. All reviews and handouts due.
Week 16	8 10	Book review presentations. Ethics, a few war stories and other thoughts about advertising and life.
Finals	Dec. 15 17	Final exam. T/R 8:00 class. 8:00 a.m. to 10:00 a.m. (if necessary) Final exam. T/R 9:30 class. 8:00 a.m. to 10:00 a.m. (if necessary)

*** This project will be used as the base for two other assignments.