

MKTG 4320: ADVERTISING

management of marketing's mass communications tools

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<http://www.auburn.edu/~rotfehj/essays.html>

Class time: Tuesdays & Thursdays, 7:55-9:15, room 152 Lowder Hall
→ To make up time for days campus was closed, class start time has been moved up 5 minutes

office hours during Spring semester classes: Tuesdays & Thursdays 7:00-7:30 a.m., 11 a.m.-noon; Wednesdays, 7-10 a.m., plus whenever the door is open (which is most weekdays from 7 a.m. through mid-afternoon)

Course prerequisites: Grade of C or better in MKTG 3310

Required Purchases

+ *Pearson Custom Library for Promotion Strategy*. ISBN-10: 1-256-54804-9

+ Two packets sold at SOFY Copy Center, 145 W. Magnolia.

(1) Required readings that supplement text; (2) study questions and copies of most transparencies used in class

→ Both packets have some alterations of content and their order from Spring 2013

→ It's easier find Sofy Copy from the back of building, entering from the north side of the city parking garage.

→ Cash or check only, no credit cards are accepted

+ At least 10 scantron #882-E (the smaller sized forms) and pencils.

Required online materials

– Additional required reading assignments plus optional recommended readings available via syllabus links in class outline below

– University e-mail will convey assignment updates, required reading materials, plus lecture supplements.

– Online [discussion questions](#) provide most of the specific questions that members of the class will be called upon to answer during class

– What to do to maximize learning in the term, or, if you prefer, [how to fail](#)

– Canvas will not be used

Important Dates & Times

[second test date might be changed following January snow closure
& AU's February fear-of-snow-that-didn't-fall shut down]

Test #1: February 18

Test #2: TBA-tentatively either March 20 or March 25

Comprehensive final exam: Thursday, May 1, 8-10:30 a.m.

As per university policy, the final exam will be administered at the assigned time. An earlier test will not be granted for students wanting to depart for jobs, job interviews, graduate school interviews, family vacations or to assist a roommate recovering from an end-of-year bar crawl.

Grading

To take any tests or have scores for any quiz, students must have completed and turned in the class contract

Final [grades](#) will be determined by the sum of the raw scores from the following items:

- best 9 scores on at least 10 unannounced quizzes (at least 90 points)
- 2 tests of 30 points each (at least 60 points)
- Comprehensive final exam (at least 100 points)

Grades will be based on point totals, not averages, percentile scores or letter grades on each item. The points scored on each item are added together and the grade is based on the point total. There might be extra credit values from a possible 11th or 12th quiz (see section below for details), or extra points on any individual quiz, mid-term tests or final exam, – hence the notation of "at least" by the number of possible points – but the availability of extra credit points will not alter the cut-offs required for each letter grade.

A = 225 points or more

B = 200-224 points

C = 175-199 points

D = 150-174 points

F = 0-149 points

FA = either:

- 1) 0-149 points & absent from more than 25 percent of the non-test classes, or
- 2) unexcused absence from any test or final exam

Course Learning Objectives: A critical understanding of various facets of the tools of marketing mass communications management that fall under the advertising budget – e.g. publicity, public relations and sales promotion – including the: business context for decision making; common business activities & terminology; perspectives applied when making optimal decisions; plus approaches and rationales behind common

practices.

General guidelines to maximize learning

Stop viewing advertising or other marketing communications as part of the audience as done when watching commercials, reading internet reviews or clicking on online offers. Instead, approach the messages from the perspective of the creators of those messages or the planners deciding where those messages would appear. Anyone in the business needs to understand that since not all audience members, if any, would be people like themselves, communications activities must be assessed in terms of what a target audience might perceive and understand, not in terms of what the communicators might personally like. Practitioners must often deal with clients and topics they might personally dislike. Since the classes will discuss mass communications for products students might not buy, in contexts for which they would never be in the target audience, it is unavoidable in this course, as it is in business, that we will cover topic areas or use examples that some members of the class might find personally offensive.

The single strongest advice to maximize grades is to prepare for each class meeting by studying the designated reading assignments as if there will be a test on it that day, a study habit that makes preparation for tests and final exam easier. Like a business meeting, everyone is expected to come to all classes prepared and possessing the beginnings of an understanding of the material. The lectures build upon what was learned from the reading assignments. Therefore, pre-class knowledge from the assigned readings is critical to understanding each lecture and discussion. Since everyone is expected to study the reading assignments before, not during, the class in which it will be discussed, books are to be closed during class time.

Quizzes

The quizzes will be multiple-choice, using a scantron #882-E (the smaller sized forms) and a #2 pencil.

Quizzes are an incentive for students to maximize their preparation for each class, as well as an ongoing assessment of that preparation. Drawn from the reading assignment scheduled to be discussed in the upcoming class, a quiz can be administered on any day that a topic is under discussion, including class days just before or just after exams. The first quiz will also cover the content of this syllabus. The quizzes will each have at least 10 possible points and the worst score will not count toward the total. If there are 11 quizzes, the sum of the scores from the best 10 will be used for grades. A 12th quiz means the scores will be from the best 11. Quiz scores will always be returned before the start of the next class meeting. Students may come to my office to read (not write notes on) the answer key for the most recent few

quizzes, but no key will be kept on hand longer than one week.

No make-up quizzes will be given. It is presumed that no one misses class for a minor or trivial reason and that every absence will have a valid and documentable excuse. A student who is absent for a quiz day for any reason will have that quiz be the one dropped. Students that have a valid excuse for missing multiple quizzes, documentation and verification contacts of excused absences must be provided for all quiz days missed, not just those in excess of the one dropped. If such materials can't be provided for all quiz dates missed, the additional missed quiz is considered unexcused for grade purposes. Quizzes will be short, with lectures/discussion to follow each quiz. Since the class can't continue till everyone finishes the quiz, students who arrive barely a couple minutes late might not be allowed to take the quiz on that day.

Tests & Final Exam

The tests & final exam will be essay format. The two tests will each cover material from a specified third of the course. The comprehensive final exam covers all materials from the entire semester, and no one section will have extra coverage. All assigned readings, additional handouts, videotapes, lectures, guest lecturers or discussion materials brought up by other students could be the basis for test questions, and, since they are all inter-related, it is impossible to say what to emphasize when you study. If anyone perceives is a difference between lecture materials and the reading assignments, the lecture materials should be used as a basis for answering exam questions. On test days, students who arrive late will not be allowed to start the test once anyone has completed the test and has left the room.

On test days, the answers will be at the front table as required reading for everyone before leaving the test room. Scores will be returned before the start of the next class meeting after each test date. For a limited time, students may come to my office to read (not write notes on) their scored test if they bring the card that was returned with their test score.

Prior notice must be provided for any expected or planned events. Any unexpected emergencies require direct notification as soon as possible by phone or email, with documentation provided as soon as you return to campus. Delayed notifications will not be accepted. A documented acceptable excuse for either of the two tests allows for either a make-up test at 6:30 a.m. or to have the point value of that test shifted to the final exam. The following are the only conditions under AU policy [in [Student Policy eHandbook](#)] considered excused absences from exams: illness of the student or serious illness of a member of the student's immediate family; death of a member of the student's immediate family; trips for student organizations sponsored by an

academic unit & approved by the instructor; trips for university classes; trips for participation in intercollegiate athletic events; subpoena for a court appearance; observance of religious holy days.

Attendance & class participation

While attendance is not part of the grade point totals other than the quiz scores, the single most common correlate with low grades is a semester of erratic attendance and/or a continuing habit of arriving late. Almost all questions asked of the class are available in advance in the online [discussion questions](#). While open and voluntary participation is encouraged, individuals whose hands are not raised will often be called upon to answer a question. Similar to a business meeting at which you read the background material and then discuss additional information on the topic, the class meetings will apply the assigned reading materials in new directions.

Classes will always start on time in the business sense of the term: at the time designated for the start of class, students are expected to be in their seats and ready to work. And as indicated above, arriving late could be treated as an absence for purposes of taking a quiz. For any absences or late arrivals, the student will be responsible for obtaining from classmates any missed class notes, handouts and any announcements made in class. It is the student's responsibility to advise the instructor of any emergency or continuing condition that might impact his or her performance in the course. Prior notice must be provided for any expected events or problems; unexpected emergencies require direct notification as soon as possible by phone or email, with any requested documentation provided as soon as you return to campus. Delayed notifications will not be accepted.

Other class & AU policies

- Everyone is expected to make a daily check of university e-mail for assignment updates, additional explanations on lecture topics or after-class answers to student questions.
- If you find it difficult to take notes and be an active participant in class at the same time, bring an audio recorder and take notes from it later. The lectures themselves exist under university and personal copyright. Any recordings made of the class are for individual use as a study aid and are not to be sold, publicly posted or otherwise distributed on any forum without written permission from the instructor.
- Anyone with difficulty completing tests during the time limits of the class period can meet with the instructor to arrange an early start for tests. This offer is not tied to any requirements from the Office of Accessibility.
- You must sit in the same position on the seating chart in every class. Everyone in the class will be given a copy of the chart so you can learn your classmates' names. It is hoped that you will discuss your ideas with each other when preparing for class

discussions, since experience has found this to be the surest way to improve your performance in the course.

– Students are expected to do their own work in the classroom on quizzes and tests as per the Auburn University student academic honesty code in the [Student Policy eHandbook](#) (Title XII) Academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

– If you have a disability, you must meet with me in my office to discuss possible accommodations after you electronically submit the approved accommodations through AU Access. Course requirements will not be waived, but accommodations will be made to assist in meeting the requirements, provided you are timely to develop a reasonable accommodation plan. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Web sites with job-hunting information, or general information on the business

– Advertising Education Foundation (www.aef.com), with resources on job hunting in advertising, public relations and research

– Kantar media, a large marketing and media research group, whose job search pages have general information (<http://www.kantarcareers.com/>)

– SRDS (owned by Kantar) blog with information on jobs & internships (<http://blog.srds.com/blog/for-universities>)

– *Advertising Age* online (adage.com), the best trade newspaper on the business.

– John W. Hartman Center for Sales, Advertising & Marketing History (scriptorium.lib.duke.edu/hartman)

Lecture topics & reading assignments

In the reading list below, "Pearson" indicates the reading is from the textbook.

"Packet" references content of one of the packets from Sofy Copy Center. Electronic handouts reference articles that will be distributed to the class via AU email. The day-to-day topic assignments and schedules will be announced in class, with pace of coverage depending upon the amount of student discussion, and visits by possible guest speakers.

The "recommended" readings are listed following suggestions from former students of this class who felt that they help students understand the materials, with some links requiring access by use of a computer logged on the AU network or some other system that includes a subscription to the publisher's site (just being logged onto the AU IP address recognizes the subscription.) The pictures in the syllabus have links to other readings provided for your interest or amusement.

1) Background and History of Marketing Communications

Pearson, ch. 1

packet: Rotzoll, The Coming of the Ads

recommended: [Mine is the Blue One on the Left': . . .](#)

recommended: [The Stealth Influence of Covert Marketing](#)

2) Organizations

Pearson, ch. 1 & 2

Pearson, Use and Abuse of Minority Agencies Expertise

Packet: Vagnoni, Spec This

recommended: [Creative Women in Advertising Agencies: Why So Few 'Babes in Boyland'?](#)

[[click here](#) for alternative link of manuscript at Marquette University library]

3) Basic Theories (important review of Mktg 3310)

Pearson, ch. 3

online required: [Fooled by Your Own Brain](#)

4) Setting Goals/Objectives

electronic handout (email distribution): Advertising Objectives

Test 1

5) Creative Strategy & Tactics

Pearson, ch. 4, p. 103-123 & 133-138 [p. 124-132 can be skipped]

Pearson, How I Met the Late Howard Gossage

packet: Garfield, [all sample ad reviews in packet]

packet: Freberg, Humor is No Laughing Matter

online required: [Advertising Only a Copywriter Could Love](#)

6) Media Strategy

Pearson, ch. 5

[The following 3 textbook articles should be read before chapter 5, then reread while studying assignments for topics 8, 9 & 10]

Pearson, Media Strategy Terms

Pearson, Understanding Advertising Clutter

Pearson, Some Things to Keep in Mind About the Nature of Vehicle Options

recommended: [Is There a Strategy Behind Buying Advertising time and Space?](#)

7) Budget Setting

electronic handout: The Budgeting Process

Test 2

8) Media Selection: Broadcast

Pearson, ch. 6 & 7

[The following 3 textbook articles before chapter 6 should be read first & reread while reading assignments for topics 9 & 10]

Pearson, Media Strategy Terms

Pearson, Understanding Advertising Clutter

Pearson, Some Things to Keep in Mind About the Nature of Vehicle Options

packet: Clutter Crisis Countdown

9) Media Selection: Print

Pearson, ch. 8 & 9

10) Media Selection: Support Media

Pearson, ch. 10 & 11

packet: Wham! Spam! And Direct Misplaced Marketing

online required: [Letters to My Late Dog: Who's Watching Information Quality?](#)

online required: [How Excessive Restrictions on Signage Backfire](#)

recommended: [Movie Theaters' Suicide-by-Advertising With Income from Abusing](#)

[Customers](#)

11) Sales Promotion & Publicity

Pearson, ch. 12 & 13

packet: Garfield, Saturn/Riney to the Head of the Crass

online required: [Debunking the Top 10 Myths About Couponing](#)

12) Research: Measuring Effectiveness

Pearson, ch. 14

packet (**& extremely important**): Weilbacher, Enigma of Copy Testing

Finally) The Past As Prologue: Review and Perspective for Future

{or, as they say at a Miley Cyrus concert, "The end is now in sight"}

recommended: 1999 [Distinguished Erskine Lecture](#), University of Canterbury, New

Zealand

recommended: [Evaluating the Point of Grades](#)