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Marketing 224-002: Advertising Syllabus

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J. Scott Armstrong

Office: 747 Huntsman, Office Hours by appointment

Phone: 215-898-5087 (w); 610-622-6480 (h)

fax: 215-898-2534; e-mail: armstrong@wharton.upenn.edu

website: jscottarmstrong.com

Instructions

Please read this outline carefully and *completely* prior to the second session. It will help you to get organized for the course. Send me e-mail about any questions. Many changes have been made, so send e-mail about errors in this outline.

The idea is to present you with a problem (design a campaign for a rational advertiser), have you solve this as you would in the real world, and gain experience with persuasion techniques in the process. Therefore, you can practice persuasion techniques in reports, presentations, and projects.

Course Objectives

This advertising management course is designed for people who have not had much prior experience in advertising. The primary objective of the course is to improve your skills for advertising. This may be relevant when you hire an ad agency, plan an ad campaign yourself, consult about advertising, or work with advertising people within a firm.

There are three things you can learn about advertising: (1) techniques for running a campaign, (2) guidelines for persuasion, and (3) institutional facts. The latter is not a concern of this course because it is much better learned on the job or as an intern. The course is designed for students seeking excellence in their skill development. It assumes that the learner engages in active learning, is interested in experimenting with new techniques, and is willing to devote a substantial effort.

The course will allow you to work with persuasion techniques; these have applications beyond advertising. For example, they are also relevant to selling a product, making a management presentation, or marketing yourself as a job candidate.

This course is designed so that you will learn how you *should* develop an advertising campaign. If you have a particular interest in how proposals *are* done and why they are done as they are, you might want to read Randall Rothenberg's *Where the Suckers Moon: An Advertising Story*. New York: Knopf 1994 (463 pages; available also in paperback). This traces the Subaru account from the proposal through the execution phases in the early 1990s. I loved the book!

Course Design

This is a skill-oriented course. As a result, some of you will find it frustrating because you may need to do some things to improve your current skills, such as for making a persuasive presentation, or designing an effective print ad. You will find some tasks difficult and your first attempts are likely to be unsuccessful. To help you get around this, we will use the "Build" procedure; that is, we build on what was done or said in order to make it useful. You might also use this in your small group meetings. It is the opposite of the Devil's Advocate. (The Devil's Advocate has value in a limited role. In general it is perceived as a detrimental technique, so it should only be used with the agreement of the group, and then only when there is a need for creativity.)

Wharton is a research-oriented school and students are invited to get involved in such hands-on research. This means that you can read published research, apply those findings to the project, and conduct your own research. In the past, I have published papers with undergraduates as co-authors.

Some people have found it useful to keep an applications log where they describe how they used the course techniques and concepts. This is optional, but it is probably the most important thing you can do to make this course a success for yourself.

If you need advice on how to reach your objectives, you can meet with me, or call or e-mail (armstrong@wharton.upenn.edu).

The Project

There is no substitute for actually having done a campaign yourself, so I ask you to do a project. Furthermore, to understand how to evaluate advertising, you must put yourself in the shoes of the advertiser. The standard project is to create, implement, and evaluate an ad campaign. For most of you, this is the only chance that you will ever have to manage a complete ad campaign.

The aim of the project is to allow you to apply techniques. Most of these techniques relate to persuasion and almost all of them are described on the advertisingprinciples website, in particular in the ESAP manual.

You can select the standard "client-oriented" project, or, if you prefer, an alternative project. The client-oriented project has been by far the most popular in the past.

Client-oriented Project

The requirements of the project are:

1. **Planning:** Meet with an actual client to define the objectives of a proposed ad campaign. You select a client. If you would like suggestions from the instructor, send an e-mail. The client should be nearby and should be willing to pay for any incidental expenses associated with the campaign. You may want to pick a client because of a personal interest in that area or because of your prior or current work experience. You can choose a profit or not-for-profit client. Ideally, the client's problem should lend itself to video and print advertising. Pick an easy project (such as advertising an event around campus). If you select a client for whom you have done previous work (e.g., in another course or in your consulting), describe what was done as a result of the current project.
2. **Proposal:** Make a proposal for the ad campaign.
3. **Final Report:** Progress in the conduct of the campaign and further plans. Some of you might advertise an event and have results to report. Most of you will be to report on intermediate results, such as copy testing.

The project should include:

- Assessing the client's objectives
- Describing the product/market, along with target market research
- Developing a strategy
- Developing advertisements
 - TV spots. Assume 30 seconds, but this can vary from 15 to 60 seconds
 - _ Print ad(s)
- Evaluating advertisements (including comparisons with benchmarks)
- Formulating media plan (with budget, allocation, and timing)
- Evaluating media (ROI in total and by media)

Public Service Ad (PSA)

Same as the standard project except that you would not deal with a client (When talking about a "client," assume that you have been hired by an interest group). Projects could involve tasks like signing up for organ donation, giving blood, reducing smoking, or reducing eating.

Analysis of an Ad Campaign for an Existing Company

Same as above except that you would analyze an existing campaign, then prepare a proposal for an alternative campaign. This will require obtaining information from the company. For example, you could evaluate the Bose Wave radio campaign (The "client" here is the company, although you do not have to

actually include them. That is, you can role-play the client.) Contact the firm for information. Send reports to the advertiser if they wish to see them.

Reference Sources

My manuscript, *Persuasion Through Advertising* (approximately 200 pages) describes the basic steps involved in developing a campaign, and its intent is to describe all relevant empirical research. You can use this as you work on the development of your campaign. It also serves as a review of material covered in class sessions. More important, it fills in areas that we do not have time to discuss in class.

There are at least three good textbooks in advertising. I have ordered *Advertising and Sales Promotion Strategy* (1998) by G. Tellis. *Advertising Communications and Promotion Management* by Rossiter and Percy (1997) is excellent but more difficult to obtain this semester (although you might find a used copy). The Batra, Aaker and Myers text, *Advertising Management* (1996) is also good. So I recommend that you get one of these. *Ogilvy on Advertising*, based somewhat on research but more heavily on the experience of this famous practitioner, is especially good for details about how to construct an ad, it provides the agency's viewpoint, and the examples are great. Ogilvy's recommendations have held up well over time, but they do not tell you much about the conditions under which they are relevant.

You can share the books within the group, but, if you are serious about advertising, you will want to have your own copies and keep them after the course. If you do not plan to use them, do not buy them.

This course is about "how advertising *should* be done." Things are not like this in the real world. (If they were, you would be better off learning on the job.) The best way to find out how things *are done* is to work (or intern) for an agency.

The course is organized around the advertisingprinciples.com website. It includes a decision support system (ESAP) to help you to develop and evaluate ads. You should analyze many ads using ESAP to gain practice in applying the generalizations about advertising. The Excel program, which runs on a PC or Mac, can be downloaded to your own computer. The Wharton computers work fine for this; however, some University labs do not allow a download of the ESAP program because it uses macros. Alternatively, we expect to have a Visual Basic Program, available only through the Wharton computer labs. It is easier to use, and it is more up-to-date. The rating scales differ between the two programs. The VB version uses a completely additive procedure where all principles are created equal. As a result, the VB scores are much higher on the 0 to 100 scale. However, the most up-to-date version of this decision support version is available is the book that I am preparing, *Persuasion Through Advertising*. You are welcome to use this, and might find it helpful as I am trying to integrate all of my course content into this book. Copies can be made available to you.

Groups

We will use learning groups of between 2 and 5 people. Groups of five are generally less successful because of the need for good group management techniques.

Groups provide an opportunity for students to help each other in a cooperative manner; they also help in class discussion because the class time per person is limited. Plus, your group members can keep you informed when you might not be able to attend class. Working in groups gives you the opportunity to help each other in a cooperative manner. If you have no prior training in how to manage a creative group, you may want to get a good book on the subject. You can use one of the books that I order for my Mkt. 341 course. Finally, suggestions for managing groups are provided in the Educational Materials on my homepage. For example, here is a principle: “If the group needs to solve problems, appoint a formal leader.”

You will be more effective if you do *creative and analytical* work individually. For example, analysis using the ESAP should be done individually. This is not only good research procedure, it will help you to learn the material, and it will save time for you. Groups can be good at synthesizing.

Format for the Class Sessions

The primary objective of each session is to find something that you can use. This will vary according to your objectives. So in a typical session, it is expected that different students will focus on different things to use. Try to ensure that you get one action step related to advertising techniques from each class session. This should be a small first step with a time deadline in the near future. It should relate to the application of techniques for this course. This is an application of the “foot-in-the-door technique”.

The class sessions give you an opportunity to learn in a creative and productive atmosphere. Try to BUILD: suspend evaluation, focus on understanding, and be creative about how to extend the ideas. I will also be expected to follow this rule. If I do not, please put me in line.

Reminder: The classes will be able to cover only a small fraction of what you will need. The textbooks and the ESAP website provide the full information to do the project.

Grading for the Advertising Course

I do not evaluate your performance in class other than checking if you are on time and that you are able to help others. As for presentations, the idea is that you do this in such a way that you get feedback so that you can improve your project work. If you are the type of person who likes to get feedback along the way, you can give me a copy of your “portfolio” for the course at any given time and I will tell you how I think you are doing.

The benchmark is “projects by groups in previous years.” **Thus, it helps for groups to cooperate with other groups in the effort to exceed previous standards.** You are welcome to look at projects that received A’s previously.

You will be given the opportunity to make peer ratings of those in your group. This will allow you to allocate credit across the group members. Peer ratings are more valid and more reliable than ratings

provided by bosses or by teachers. After the final submission deadline, I will not listen to any criticisms of other group members.

I will judge your creativity and energy in trying new techniques to:

- (1) manage the campaign process,
- (2) communicate,
- (3) apply the research findings to the project.

You do not have to come to class, except on days that project presentations are due. On those days attendance is mandatory.

Schedule

We will not always have time to hear from all groups. If you did not have a chance to present, and you would like to do so at the next session, contact me to arrange this.

The Asterisks on the left refer to “deliverables”. The deliverables are those things that need to be submitted to get course credit. A checklist of deliverables is found at the end of this syllabus.

___ Oct 22 (Tu) Introduction

How do advertising agencies develop proposals to convince clients to use their services? How can this process be improved to better meet the needs of the clients? How do you, as a client, instruct an agency as to what you want from a proposal? How can you evaluate and improve an ad campaign? Can you list and rate the characteristics needed for a successful ad campaign?

Class: The course consists of learning how to evaluate and improve advertising by (1) using relevant techniques and concepts, and (2) applying research findings. You should apply these to your project, to cases, and to exercises. This first session describes what the course is like and why techniques and research findings are so valuable in advertising. Ads from previous groups will be shown. Discuss what is needed for the “Letter to Scott.”

___ Describe how you would rate an ad (individual) and **save it**. We will use this throughout the course. At the end of the course, you should revisit this and to show what you would do differently. This would go in your “Individual learning assessment.”

___ We will discuss how proposals *are* done. Then begin the process of designing the *ideal* advertising proposal from the point of view of the client.

_____ Oct 24 (Th) Assessing Objectives

How do you determine what the client's objectives are? . . . and what they should be? . . . and how do you ensure that the objectives have an impact on the campaign?

Preparation:

Individual...

___ Write a **letter to Scott**. This should include the following:

Write a letter to Scott about your objectives for this course. It would help here, to read this course outline completely so that you will know what is coming, so you can plan your efforts and tailor the course to your needs, and so that you can raise any questions that might relate to the course. Be specific. Describe the abilities you bring to this course and relevant experiences that you might have had. Be sure that your objectives are measurable. In your appendix to this letter, complete the "skills rating sheet" and the "mastery chart." The latter is a spreadsheet on techniques and concepts (submit hard copy). Both are available at jscottarmstrong.com the key here is to show that you understand the concepts of *goal setting* and *monitoring*.

Class:

___ Discussion on how to handle the first meeting with the client.

___ Pair off for the ESAP analysis of an ad.

Follow-up: Start thinking about a possible project. You might want to interview possible clients so that you have some suggestions when you form your group.

_____ Oct. 29 (Tu) Using Principles for Persuasion

Use a decision system to develop an advertisement. Use it to evaluate an advertisement.

Preparation:

Individual:

_____ Get started on rating the print ad that was handed out in class by using the ESAP program, found at advertisingprinciples.com. User name is ESAP and the password is PASE. Alternatively, go the marketing department site on the U-Drive and find the ESAP program in Visual Basic (can only be done in the Wharton computer labs). You should individually rate the ad, and then compare your responses with your partner's. Use the section to test reliability to see the features where you disagree. This task will take you a few hours to do properly. If not done properly, you can do it much faster. Make recommendations on how to improve this ad. Assume that you were presenting this to the Bose Corporation. Persuade them to follow your suggestions. (Alternatively, you can use the checklists at the end of each chapter in *Persuasion Through Advertising* and rate the relevant items from 1 + poor to 10 = excellent application.) There is not enough time to do an excellent job on this task. The key is for you to go through the process so you can get an idea of what the course will be covering. You will have an opportunity to discuss this in class prior to submitting it.

Class:

- _____ Discuss how to evaluate an advertising campaign
- _____ Discuss objectives section of ESAP
- _____ Handle questions you might have about the upcoming House ad.
- _____ Form groups.
- _____ Discussion of the House ad.

**** Submit the Letter to Scott (non-graded exercise)

_____ Oct 31 (Th) Strategy

What are the basic procedures that you can use to convince people through advertising?

Preparation: (1) Meet with clients for final selection if not already done.
(2) Rate the Bose ad using ESAP

Class: Discussion of how to get others to take action. We will then apply these principles to an actual TV campaign.

- ___ Discuss your ESAP ratings of the ad, summarized for the two of you.
- ___ Scott will describe how to apply the influence principles.

_____ **Nov 5 (Tu) House Ad**

The house ad exercise is designed to tell about your “advertising agency,” its USP, and its standards. It is also a chance to show off your capabilities. Another objective is to develop procedures to make the group creative and effective.

Preparation:

Group

Prepare a **one-page ‘house ad’** that meets the following design constraints:

___ 1. Name of your advertising agency (By tradition, advertisers usually name agencies after themselves, but you do not have to follow this. The name can be relevant to how you would advertise your group, so put some thought into process that you use to select a name).

___ 2. Relevant copy to sell your agency. In this, stress your group’s Unique Selling Proposition.

In preparing the ad, use ESAP *as a development tool* or the textbooks (or both).

In addition, provide the following *appendix* to the House Ad:

___ A1. Name, telephone number, Wharton mail box, and e-mail for each member and the name of the group contact person.

___ A2. Well-specified measurable statement of your group’s learning objectives. (You can draw upon your letters to Scott.) Prepare a spreadsheet version of the mastery charts and the skill rating sheets and provide group updates once a week.

___ A3. A set of operational procedures that your group will use to enhance (a) its ability to learn as well as (b) its creativity and (c) efficiency. These characteristics are especially important for the management of advertising. Note that you will need these as the basis for the exercise scheduled for the creativity session below.

___ A4. A list of all techniques and concepts that you used on the house ad, with a description of how they were used if not otherwise obvious.

___ A5. List the potential clients that you met and the client you selected.

Class:

___ Present your house ad orally using persuasion techniques to convince the class that it is an effective ad. We will split the time equally across the groups. This offers you an opportunity to make a persuasive communication and to use some of the persuasion techniques in the textbooks and in the ESAP. *This oral presentation will not be graded.* Its purpose is to allow you to practice persuasion techniques and to get feedback for your written report. Decide what

types of feedback you would like to get on your presentation and how you can ensure that you get substantive feedback. For questions, use non-directive interviewing. Summarize the changes you plan to make as a result of feedback from the class.

**** **___ Submit cover letter with a management report with recommendations based on your ESAP analysis of BOSE ad (10%). (Report can be individual or for two people.) Include details of your analysis as an Appendix.**

___ Nov 7 (Th) Target Market Research

How should you conduct research to learn about the target market?

Preparation:

Individual: Skim Tellis Chapter 14. Additional sources include Don Dillman's *Mail and Internet Surveys* (the bible for survey research) and Scott Armstrong's *Long-Range Forecasting* (Chapter 6) available in full text at forecastingprinciples.com.

___ Complete the Target Market and Product sections of the ESAP for your project

Group: Describe your client's objective and how you will measure success. *Note that this will be a critical part of your proposal.* Put this on a transparency.

Class: We will discuss how to do research on the target market. Scott will describe the "propositional benefit."

___ Describe your client's objectives and how you will measure success. (Use a transparency).

___ Discuss time lines.

___ Mike Patterson, from the Wharton Communications department (phone 898-0735), will describe the procedures for developing a TV ad. (Tentative date)

**End-of-Course Evaluation Form to be
Used by the Advertising Client
(for teams with clients)**

Client _____ Phone Number _____

Name of Consulting Team _____

Assume that you had hired the Wharton team from an advertising agency.

Please respond to each item using a 1 to 7 scale where 1 = “very little success” and 7 = “very much success.”

As a result of this project, to what extent were you able to:

1. better define your advertising objectives? _____
2. develop improved advertising? _____
3. make other improvements in your marketing? _____
4. increase your sales? _____
5. save money on advertising? _____

Please respond to each item using a 1 to 7 scale where 1 = “not very satisfied” and 7 = “extremely satisfied.”

How satisfied were you with:

6. the professional behavior of the team? _____
7. the team’s use of appropriate techniques? _____
8. the team’s communication skills? _____

Would you like to have further work done by a Wharton team in the future?

- NO PERHAPS YES

Your name (please print) _____
and phone number _____

Describe the most important change that you made as a result of this project and describe why the change was important.

Signature

Date

___ **Nov. 12 (Tu) Copy Strategy**

What copy is most likely to achieve the objectives? How do you know?

Preparation:

Group:

___ Prepare your general strategy. State the influence procedures that you will stress and prepare a “propositional benefit.” This would follow the form “Buy this product to enjoy this benefit.” Put this on a transparency. As part of this, use the strategy section of the ESAP (also in *Persuasion Through Advertising*).

___ Prepare a progress report. Include a time line by following the recommendations listed on Educational Materials/ “Timelines” at jscottarmstrong.com. Also, submit a rating of how well you were able to meet the items on that checklist.

Class:

___ Discuss your client, objectives, and plan. Your group should have a transparency with the “propositional benefit” for your client. Present the time line for your project. These will be brief reports and we will split the time equally. The purpose of these reports is for you to get feedback for your progress report, so tailor your discussion to seek relevant feedback

___ Raise questions you might have about the Progress report.

****** Submit copies of your House Ad to Scott and to the other groups. Also, give a copy of the appendix to Scott and keep one copy for yourself. (Graded exercise 15%)**

Hi. I hope that you are finding this course description useful. If you get to this point by the prescribed time (as preparation for the second session), please write one paragraph describing an action step that you plan to take as a result of reading this course description. The action step should involve something that you can do to make your learning efforts more effective. Do not discuss this with others. Simply sign it, put it in an envelope addressed to me, and give it to me at the start of the second session. Save a copy for yourself, and include it in your learning report at the end of the course.

Thanks,
Scott.

P.S. I learned this “vigilance” technique as an Industrial Engineer at Eastman Kodak. where we conducted quality control studies.

___ **November 13 and Nov. 20**

Schedule a meeting with Scott between to discuss your project (and anything else).

Outline for the Proposal

The following elements should be addressed by the proposal. For a more complete description, see the course website.

Topic	Content (some techniques)
1. Objectives	Measurable (NDI results)
2. General strategy	See ESAP (propositional benefit)
3. Target Market What you will do	Relevant (survey research)
4. Copy Alternatives	Creative, specific (brainstorm: Delphi; ESAP support; influence; survey research)
5. Copy Testing	Research
6. Media Alternatives	Creative, specific (brainstorm: Delphi; guidelines; investigate & how survey research)
7. Media testing	Research
8. Capabilities	Our staff's capabilities; our procedures (time-line)
	Already done in House Ad

___ Nov. 14 (Th) Copy Testing

How can you do research to assess the effectiveness of your copy?

Preparation:

Individual: List procedures for testing the effectiveness of an ad.

Class:

___ Scott will discuss aspects of copy testing, with a focus on reliability and validity.

___ Bring a transparency of at least one of your print ads.

___ Nov. 19 (Tu) Media Strategy

How much should you spend on each type of media and when should it be spent? How should you determine this?

Preparation:

Individual:

___ Do the Gardenburgers case (found under “Cases” on the advertisingprinciples site). Use all procedures described in the Investment Evaluator section of advertisingprinciples site. Bring this to class.

Class:

___ You will be put into groups to use the Delphi procedure to obtain an estimate of the R.O.I. as estimated by each group member. Prepare a one-page summary of the media strategy for your group on a transparency and justify your decisions as to (1) your total ad budget, and (2) the R.O.I. for each media that you will use.

___ We will discuss the Gardenburgers Case and media strategy.

___ **Nov. 21 (Th) Media Plan**

Describe the media plan for your project.

Preparation

Group:

Prepare the media section for your project.

Class:

___ Show how you generated ideas and how you analyzed the data to allocate research over media and over time for the media on your project. Assume that the client is interested in ROI.

_____ **Nov. 26 (Tu) Ethical/Legal/Taste Issues**

How do laws and regulations affect your ability to advertise? What standards would you want your organization to hold for its advertising? What standards should the government propose in addition to contract law? How does the first amendment to the constitution affect advertising?

Preparation:

Group:

- ___ Suggest ethical guidelines that you would ask your organization to follow.
- ___ Bring in an unethical ad and prove that it is unethical.
- ___ Show how you ensured (or will ensure) that your advertising is legal and ethical. Also show how you can use this as a selling point for your agency. In other words, how can you convince the client that you will protect them?

Class:

- ___ Discussion of ethical and legal guidelines.

Nov 28. Thanksgiving

_____ Dec. 3 (Tu) Present Proposal along with Finished Ads Including the TV Commercial

How *should* an ad agency present an effective advertising proposal to a client? Addressing this question helps with: “What should you expect from an ad agency?” and “How can you evaluate an advertising proposal made to you?”

Remember that the proposal *should be targeted to your client.*

Preparation:

Group:

___ Prepare an oral presentation for your project. Give the complete picture here, except for aspects of your project that you have already discussed. The oral presentation will be done in a role-playing situation. We will ask some students to volunteer to be your clients. (Give them a very short introduction as to their role.) Present to “clients,” not to class. Plan on 15 minutes as the total time for your group (includes questions and close), although the timing may vary according to the number of groups. Visuals for your presentation should be large enough so that the whole class can see them. Remember that a major purpose of the course is for you to apply persuasion techniques.

The proposal would be presented as you would *to a client* (with the assumption made that the clients are impressed by research). Of particular importance are (1) demonstrating your skills in using various techniques (such as the time line) from the mastery chart, (2) applying ESAP, (3) your target market and copy testing research, and (4) the use of persuasion techniques in your presentation.

Prepare to play the role of the client. Come in with a detailed structured approach to do so. For help on this, see “Evaluating an Ad Campaign” at the advertisingprinciples.com site.

Class: All groups must be ready to present. Direct your proposal to the “client.” Try to get feedback from the “clients.” (Try to get written feedback from the class. It isn’t easy to do!).

___ **Dec. 5 (Th) Wrap up (last class session)**

What was accomplished? What were the results? What will you do in the future? If time, we will discuss legal and ethical aspects.

Preparation:

Individual:

___ Write one paragraph explaining the most important thing that you learned about techniques in this course. You can use this in your Individual Learning Assessment.

Group:

___ Prepare a one-page summary of the things that you would revise if this project were to be continued and if you had a larger budget. You can use this as an attachment to your report.

Class:

___ We will ask each person to describe the most important action that they plan for application of techniques after the course ends.

******** ___ **Submit copies of your Individual Learning Assessment (15%).** This would refer back to your objectives, describe what goals you achieved, and what were the most important things that you were able to learn as a result of your efforts. Specifics sell! Include your reanalysis of the ad that you evaluated the first day of classes. Finally, describe what techniques or concepts you plan to apply in the next three months. Be specific about where you will make these applications. In an appendix include:

___ Mastery chart (individual)

___ Skill rating chart (individual)

My concern on the learning aids in the appendix is that you tried to use the process effectively. I make no comparisons among people on skill or mastery change ratings because I do not believe that they provide valid measures of differences among individuals.

___ **Dec. 17 (Tu): Submit materials to Scott's mailbox or office**

Submit the following:

**** ____ **Proposal**

**** ____ **Peer ratings for group members**

**** ____ **Client's rating of your project**

Grading of the Project

The following elements are suggested in the order in which they should appear.

As a general rule, each section will be graded on your initiative and creativity in applying (1) techniques and concepts, and (2) research findings about advertising.

Topic	Content (techniques- partial list)	Points
1. Accomplishments & Recommendations	Specific (Ad guidelines)	5
2. Objectives	Measurable; Bottom line (research results)	10
3. Target Market	Relevant (survey research)	10
4. Copy	Creative, specific	20
5. Copy Testing and Results	(Delphi; ESAP; sales change)	20
6. Media Plan	Tied to consumer decision-making; Creative; Time-line	10
7. Media Analysis	Creative, specific (brainstorm: Delphi; guidelines; survey research; ROI by media; time-line)	10
8. Intangibles & other		15

Deadlines for the Advertising (Mkt 224) course

Details on the tasks are in the Schedule.

1. ___ Individual Planning Report (written with individually rated ad)
Due on Oct 29
Weight 0%
2. ___ Analysis of Bose ad (with learning partner)
Due on Nov. 5
Weight 10%
3. ___ House ad (written)
Due on Nov.12
Weight 15%
4. ___ Group meeting about project, with Scott, Nov 13-20.
Weight 0%
5. ___ Final proposal (with TV ad completed): Oral
Due on Dec. 3
Weight 0%
6. ___ Individual learning assessment
Due on Dec. 5
Weight 15%
7. ___ Final proposal: Written
Due on Dec. 17
Weight 60%

******* Submit written progress report to date. This should describe client, objectives, and you plan for the rest of the course. In terms of format, you should view this as a first draft of your proposal. Include the timeline**