MCM 479: Advanced Advertising II  
Spring 2020

**Instructor:** Catherine Huh  
**Email:** huhcu@sfasu.edu  
**Office:** BO 205  
**Office Hours:** TR, 11 – 1PM, MW, 12 – 1 PM & By appointment 
**Class Location:** BO 209  
**Class Times:** TR, 2 – 3:15 pm

**Credit Hour Justification:**

MCM 479 “Advanced Advertising II” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks. Students are expected to read assigned chapters from the course textbook as well as additional readings assigned throughout the semester. Assignments consist of three topic quizzes and six status reports. Additionally, students complete a peer-evaluation and a project debriefing/reflection assignment. There is no final exam, as this in an application-based course. Instead, students complete a group-based advertising campaign project and travel to compete in a national advertising competition. The nature of the course requires an unusually high amount of work outside of the classroom and students average at a minimum 10-12 hours of work each week to prepare outside of classroom hours.

**Course Description:**

*Advertising course that builds on research to create a campaign for an advertising client. Emphasizes the importance of creative techniques used effectively. Prerequisite: Advanced standing.*

**Program Learning Outcomes:**

1. Demonstrate the ability to write effectively across a variety of platforms appropriate to the discipline.
2. Gather, analyze, organize and synthesize information on contemporary topics to develop a news story.
3. Demonstrate the application of contemporary technology, terminology and techniques in the news gathering process.
4. Understand effective visual language and how to apply it to convey message and enhance the communication process.

**Strategic Communication Concentration:**

1. Demonstrate the ability to construct and create an advertising and public relations campaign effectively in written form utilizing multimedia platforms.
2. Analyze and apply data relevant to advertising or public relations.
3. Demonstrate the application of media technology and terminology to develop advertising or public relations campaigns.
4. Understand effective visual language and how to apply it to build creative advertising or public relations messages.

**Student Learning Outcomes:**

1. Demonstrate strong creativity, advertising ability and journalistic writing in creating advertising. Analyze the elements that make an ad unique.
2. Research an advertiser using libraries, archives, documents, databases and electronic sources.
3. Assess advertising campaign effectiveness using at least two media formats in both written and visual form.
4. Demonstrate the ability to work within professional standards and deadline.

**Required Texts:**


I provide selected chapters from a host of books and articles from academic journals.

Students are also required to join SFA’s Advertising Club: Ad Hoc—this is the student chapter of the American Advertising Federation (AAF). **Membership is mandatory for this class**, and we will sign up together. If you signed up last semester, you do **not** need to sign up again.

**Assignments:**

***Failure to attend the AAF’s National Student Advertising Competition between Wednesday, April 15 – Friday, 17 in Oklahoma City will result in a decrease of one letter grade. NO EXEPTION.***

**Participation (10%)**

- In-class participation, arriving to class on time
- Class attendance is **mandatory**. After three absences, grades will decrease by one letter grade for each additional absence. For example, on the fourth absence, a grade of 95% (A) would drop to 85% (B), and on the fifth absence the grade would drop to 75% (C).
- Face-to-face weekly status reports

**Peer Evaluation (5%)**

**NSAC Debrief (10%)**

- Submit responses to questions and tips for next year’s students

**Online Progress Reports (35%)**

- 7 Posts, 14 responses
Submit Discussion post of your weekly progress, including drafts relevant to your section.
Include summary/justification of your progress—three-four sentences.
2 Responses: Provide helpful feedback on 2 of your classmates’ posts—feedback should provide support and guidance to answer the following questions:
  (a) Is there a strong rationale for the decisions made—anchored in research, course readings?
  (b) Does the content (copy, images, etc.) address the objectives?
    • Does the action change the perception of hotdogs?
  (c) Is the content consistent with other sections?
  (d) What did the team member do since last week?

Project (40%)
Research (5-10 team members)
  Challenge/Objectives (keep agency focused on challenge/objectives)
  Research (interpret focus group results, draw insights from Experian Simmons, analyze survey results)
  Implications/Insights (Given these insights, the plan’s positioning statement should be obvious)

Strategy & Integration (5 team members)
  Links research to all other areas of campaign.
  Develop innovative ways for Adobe to increase awareness for Adobe’s adtech solution, Adobe Advertising Cloud.
  Develops innovative ways for Adobe to connect to their target audience, media buyers and media agencies.
  Demonstrate clear understanding of case study and challenge.
  Demonstrate coherent blending of advertising—digital and traditional—co-branding, sponsorships, and events.
  Identifies problem—give the “problem” a name
  Name solution—answer the “problem” w/ our position and brand promise.
  Need to have clear creative brief

Copy Writing (Creative Team, 6 team members)
  We give our “big idea” a name (choose something that our brand can “own”)
  Messages should be consistent throughout and support major theme
  Messages should be based on research and socially relevant
  We provide concrete examples—show what our ideas look like in practice
    • Revitalize website
    • Social
    • Mobile—app
- Video game
- TV—cable, network, streaming
- Print—magazine
- Radio—Pandora, terrestrial
- Out-of-home—POP, outdoor, schools, airports
  - PR component? How are we promoting goodwill?

  - Media Plan (5 team members)
    - Channels match consumer behavior and media use
    - Flowcharts and infographics
    - Rationales, efficient and creative use of budget
    - Changes over the year: Teams determine dates
    - $25 million

  - Measurement & Evaluation (5-10 team members)
    - How are we measuring the objectives?
      - Increase primary demand.
      - Increase positive sentiment and reduce negative sentiment about hotdogs.
      - Salesforce Social Studio listening tools.
      - Develop our own KPIs.

  - Presentation (Created from other teams, 4 team members)
    - Write script
    - Prepare PowerPoint
    - Feedback and revisions
    - Convincing arguments, professional appearance, delivery
    - Anticipate, respond to judges’ questions

Grades:

Your final grade will be determined by summing your points from the assignments below. The point values correspond to letter grades that will be determined at the end of the semester, and will follow this breakdown: 90% (450) and above = A, 80-89.9% (400-449.9) = B, 70-79.9% (350-399.9) = C, 60-69.9% (300-349.9) = D, and below 60% (0-299.9) = F.

Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation</td>
<td>50 pts</td>
<td>___________</td>
</tr>
<tr>
<td>2. Peer Evaluations</td>
<td>25 pts</td>
<td>___________</td>
</tr>
<tr>
<td>4. NSAC Debrief</td>
<td>50 pts</td>
<td>___________</td>
</tr>
<tr>
<td>5. Project</td>
<td>200 pts</td>
<td>___________</td>
</tr>
<tr>
<td>6. Status Reports</td>
<td>175 pts</td>
<td>___________</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>500 pts</td>
<td>___________</td>
</tr>
</tbody>
</table>
Attendance Policy:

Absences: Attendance is mandatory. As it is not possible to participate in class without being physically present, extensive absences will result in a low score for participation. If you missed more than 6 lectures, you will receive an automatic F in this class.

Class Policies:

Phones in Class
Please do not use your phone excessively during class. If I see excessive cell phone use I reserve the right to ask you to leave the class, and you will be counted absent. This policy also applies to computer and laptop use.

Rolling in Late
Please arrive to class on time. If you habitually show up late to work, you will most likely get fired. The same applies in class- if you are consistently arriving late for class, I reserve the right to count you absent. Attendance will be taken at the beginning of the class period. It’s your responsibility to let the instructor know you have arrived late; otherwise you will be counted absent.

Leaving Early
I expect you to not only arrive on time, but to remain in class for its entirety. I expect you to remain in class for the full 75 minutes. If an emergency comes up, please let me know.

Late Work & Late Tests
Late work will not be accepted for any reason. If a group turns in an assignment or project late, all group members will receive a 0. No exceptions. If you miss a test, you will not be allowed to make it up for any reason.

Academic Integrity (4.1):

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been
purchased or otherwise obtained from an Internet source or another source; and (3) incorporating
the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the
academic chair/director, a grade of WH will be assigned only if the student cannot
complete the course work because of unavoidable circumstances. Students must complete
the work within one calendar year from the end of the semester in which they receive a
WH, or the grade automatically becomes an F. If students register for the same course in
future terms the WH will automatically become an F and will be counted as a repeated
course for the purpose of computing the grade point average.

**Students with Disabilities:**

To obtain disability related accommodations, alternate formats and/or auxiliary aids,
students with disabilities must contact the Office of Disability Services (ODS), Human
Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the
semester. Once verified, ODS will notify the course instructor and outline the
accommodation and/or auxiliary aids to be provided. Failure to request services in a
timely manner may delay your accommodations. For additional information, go to
http://www.sfasu.edu/disabilityservices/.

**Acceptable Student Behavior:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class
or the ability of other students to learn from the instructional program (see the Student
Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be
tolerated. Students who disrupt the learning environment may be asked to leave class and
may be subject to judicial, academic or other penalties. This prohibition applies to all
instructional forums, including electronic, classroom, labs, discussion groups, field trips,
etc. The instructor shall have full discretion over what behavior is
appropriate/inappropriate in the classroom. Students who do not attend class regularly or
who perform poorly on class projects/exams may be referred to the Early Alert
Program. This program provides students with recommendations for resources or other
assistance that is available to help SFA students succeed.

**Class Schedule**

**The following course schedule is tentative and subject to change**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/ Assignment</th>
</tr>
</thead>
</table>

---
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs, Jan 16</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Tue, Jan 21</td>
<td>Review Last Semester’s Research</td>
</tr>
<tr>
<td>Thurs, Jan 23</td>
<td>Research</td>
</tr>
<tr>
<td>Tue, Jan 28</td>
<td>Strategy</td>
</tr>
<tr>
<td>Thurs, Jan 30</td>
<td>Creative Brief</td>
</tr>
<tr>
<td>Tue, Feb 4</td>
<td>Review Survey Responses Writing</td>
</tr>
<tr>
<td>Thurs Feb 6</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>Progress Report (due Thurs)</td>
</tr>
<tr>
<td></td>
<td>Response (due Fri)</td>
</tr>
<tr>
<td>Tue, Feb 11</td>
<td>In-class Work Day</td>
</tr>
<tr>
<td>Thurs, Feb 13</td>
<td>In-class Work Day</td>
</tr>
<tr>
<td></td>
<td>Progress Report (due Thurs)</td>
</tr>
<tr>
<td></td>
<td>Response (due Fri)</td>
</tr>
<tr>
<td>Tue, Feb 18</td>
<td>Media Plan</td>
</tr>
<tr>
<td>Thurs, Feb 20</td>
<td>Media Plan</td>
</tr>
<tr>
<td></td>
<td>Progress Report (due Thurs)</td>
</tr>
<tr>
<td></td>
<td>Response (due Fri)</td>
</tr>
<tr>
<td>Tue, Feb 25</td>
<td>Media &amp; Evaluation</td>
</tr>
<tr>
<td>Thurs, Feb 27</td>
<td>In-class Work Day</td>
</tr>
<tr>
<td></td>
<td>Progress Report (due Thurs)</td>
</tr>
<tr>
<td></td>
<td>Response (due Fri)</td>
</tr>
<tr>
<td>Tue, March 3</td>
<td>Media &amp; Evaluation</td>
</tr>
<tr>
<td>Thurs, March 5</td>
<td>In-class Work Day</td>
</tr>
<tr>
<td></td>
<td>Progress Report (due Thurs)</td>
</tr>
<tr>
<td></td>
<td>Response (due Fri)</td>
</tr>
<tr>
<td>Tue, March 10</td>
<td>Spring Holidays</td>
</tr>
<tr>
<td>Thurs, March 12</td>
<td></td>
</tr>
<tr>
<td>Tue, March 17</td>
<td>In-class Work Day</td>
</tr>
<tr>
<td>Thurs, March 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progress Report (due Thurs)</td>
</tr>
<tr>
<td></td>
<td>Response (due Fri)</td>
</tr>
<tr>
<td>Tue, March 24</td>
<td>In-class Work Day</td>
</tr>
<tr>
<td>Thurs, March 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progress Report (due Thurs)</td>
</tr>
<tr>
<td></td>
<td>Response (due Fri)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Tue, March 31</td>
<td>In-class Work Day</td>
</tr>
<tr>
<td>Thurs, April 2</td>
<td>Attendance <strong>MANDATORY</strong></td>
</tr>
<tr>
<td></td>
<td>Trial Presentations</td>
</tr>
<tr>
<td>Tue, April 7</td>
<td>Attendance <strong>MANDATORY</strong></td>
</tr>
<tr>
<td></td>
<td>Trial Presentations</td>
</tr>
<tr>
<td>Thurs, April 9</td>
<td><strong>Easter Holiday</strong></td>
</tr>
<tr>
<td>Tue, April 14</td>
<td>Attendance <strong>MANDATORY</strong></td>
</tr>
<tr>
<td></td>
<td>Review Travel Procedure</td>
</tr>
<tr>
<td>Thurs, April 16</td>
<td>NSAC Competition—<strong>NO CLASS</strong></td>
</tr>
<tr>
<td>Tue, April 21</td>
<td>Evaluate Competition</td>
</tr>
<tr>
<td>Thurs, April 23</td>
<td>Future of Advertising</td>
</tr>
<tr>
<td>Tue, April 28</td>
<td>Dead Week</td>
</tr>
<tr>
<td>Thurs, April 30</td>
<td>Dead Week</td>
</tr>
<tr>
<td>Tue, May 4</td>
<td>No Final Exam</td>
</tr>
</tbody>
</table>