MCOM 3308 SPRING 2024
ADVERTISING CASES & CAMPAIGNS

Name: Dr. Janice Cho
Email: Janice.cho@sfasu.edu
Office: BO 206
Office Hours: T/TR 10-10:50 & 1:00-2:50
Department: Department of Media and Communication
Class meeting time and place: BO 209 T/TR 11:00-12:15 pm
Course Duration: Jan 18 - May 10, 2024

Course Description
Study of advertising campaigns for TV, digital and other media. Students will apply the principles of advertising to create ads and campaigns.

Course Expectations
This class will teach you how to function in an advertising agency, especially when a pitch happens. You’ll use what you’ve already learned in copywriting, design, media planning and more to collaborate with one another and make a campaign pitch. The pressures and dynamics of an actual pitch are more intense, but after this class, you’ll understand how a pitch comes together … and your aim is to make yours not just passable, but a presentation that will win new business. Here’s how it works: I divide this class somewhat randomly into teams. After that, you’ll get to choose the role you want in your agency group. As part of your agency, you’ll write a presentation book, create a media plan and develop creative solutions, including design, for your client. If you do them excellently, they can be a calling card for you when you’re job hunting, even if you’re looking at a job other than with a traditional ad agency. Why? Because it’s all about strategic thinking. Every ad agency is a collection of people with diverse skills. Strategists, negotiators, experts in persuasion, experts in media planning, designers, writers and people who love interpreting data can all find great careers in advertising. Sometimes, in smaller agencies, you must be all those experts at once. This class will prepare you. This class begins with a look at how to research clients and consumers, how to formulate a good brief for creative development and how to form a pitch (a pitch book and a live presentation) that includes strategy, media planning and more. We’ll work through creative concepting, creative production, media planning and buying, and how to sell your ideas to a client.

Tuesdays will be lecture days. I expect you to be on time and in class. Thursdays function mostly as a team-based lab in which you do your research, collaborate on campaign planning, build your media and creative recommendations and more. I also expect you to be in our classroom on time. You’ll need to have at least one other real-time meeting per week with your team using any platform you choose.

Your team will depend on you to hold up your end of the work, and it’s unprofessional if you’re always late, miss meetings, don’t deliver your part on time or don’t communicate quickly and effectively with your teammates. Professional behavior makes an enormous difference in the working world, and often it’s the difference between who gets hired and promoted, and who doesn’t. Now is the time to learn and practice excellent professional skills.

Bring your best, most alert self. One fundamental of every ad campaign is that things go wrong. Challenges happen. You’ll learn to adapt, solve problems and succeed despite that. Doing your best work in a resilient way is what almost every real campaign requires. The client will help me judge your campaign final, which is a live presentation of your campaign strategy, media and creative solutions accompanied by a professional campaign pitch book and slides. Expectations are high. Your pitch book will need to be a work of beauty and a piece of perfection: no spelling, grammar or punctuation errors. Those pros are extremely sensitive to mistakes – any mistakes – there. If you have trouble with basics, I advise you to take advantage of university writing tutoring services. In the real world, mistakes cost money. In this class, they cost grade points.

Required Textbook
Students are responsible for ensuring they have a functioning computer, reliable Wi-Fi access, and the required textbook to successfully continue with their coursework.

**Program Learning Objectives (PLOs)**

- Demonstrate the ability to write effectively across a variety of platforms appropriate to the discipline.
- Gather, organize, and analyze discipline-appropriate research and communicate information about it.
- Understand the role of media in society.
- Comprehend legal and ethical principles relating to media.
- Demonstrate the application of media technology, terminology and techniques.

**Strategic Communication Concentration:**

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

**Student Learning Outcomes:**

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

**Course Grading & Policies:**
You’re about to enter a professional world, so your focus should be learning professional standards rather than completing tasks for grades. Grades in this class are meant to guide you to perform well in an agency environment. Even though you’ll work in teams, not everyone on your team will have the same final grade. Why? Some people simply contribute more than others. Some people let their team down. Again, being proactive in your team role is vital.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign Book</td>
<td>600</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

**Course Assignment Breakdown:**

**Campaign Book components (Total: 600 points)**

**Strategy Development (Total: 300 Points)**
- Target Audience Analysis
- Brand Big Idea
- Brand Motto Creation (Client Request)
- SWOT Analysis
- Competitor Analysis (Client Request)
- Brand Voice Development
Brand Personality/Positioning
Advertising Channels Selection
Website/Social Media Setup
Legal Issues Addressing copyright, product testing, labeling (Client Request – EXTRA CREDIT)

Design & Execution (Total: 300 Points)
Ad Execution: 75 Points
Minimum 3 channels, minimum 2 vehicles, minimum 2 versions.
Copywriting: 75 Points
Logo Design (Client Request): 75 Points
Packaging Idea/Design (Client Request): 75 Points

The book must be turned in 2 ways: (1) PDF, and (2) 2 copies of printed version. The client and I will each need to have a bound copy. The printed version must be in color, bounded, with front and back cover.

Final Campaign Presentation: 100 Points
Comprehensive presentation of the completed campaign, including strategy, design, and execution elements.

Additional Course Components
Class Participation and Engagement: 50 Points
Peer Evaluation: 50 Points (2 x 25 points)

Total: 800 Points

Collaborating effectively and supporting your team are core essentials in an ad agency. I will expect a professional standard. Because every team interaction won’t necessarily include me, there will be two peer evaluations during the semester to help guide me in individual grading. There are no tests or traditional final exams in this course. Your final presentation counts for almost half of your grade, but the other half comes in small increments. It’s important you meet all those smaller deadlines — on time and with quality work — or you’ll find it affects your ability to deliver a good campaign presentation. Late assignments earn no points. I expect you to throw all your efforts towards making a great campaign, sticking to the timeline and giving your best to your team. True learning and doing is more important in this class than memorizing, but your textbooks are vital guides. Buy or rent them. You’ll find they really help you with good checklists and information when you’re up against a deadline, in this class or in your future careers. All assignments and projects should have polished grammar, spelling and punctuation. The letter grade scale shows that even if you have a perfect campaign score, you can fail if you don’t keep up with the incremental assignments. You need to stay on time and on strategy to succeed. Again, late assignments earn zero points.

Attendance and Participation (50 pts): Regular attendance and active participation in discussions and group activities are mandatory. Attendance will be taken each class day, and it is the student's responsibility to sign in. Attendance will be kept by passing around a sign-in sheet. Do not sign in for someone who is absent. I will be checking the signatures on the sign-in sheets for irregularities. If I determine that you have been having someone else sign in for you, I will consider this to be academic dishonesty and will take appropriate measures under the SFA academic dishonesty policy, up to and including failing you in the course.

Late Works: Late submissions will not be accepted except under exceptional circumstances, such as medical emergencies or other unforeseeable events, and only if the instructor is notified in advance. The decision to accept late work under these conditions is at the instructor's discretion and requires appropriate documentation.

24/7 Policy: I enforce a strict 24/7 policy regarding grade discussions. Students are required to approach me within 24 hours after grades are posted. After this initial 24-hour period, a window of 7 business days is available for any discussions or queries related to the posted grade. Once this 7-day period lapses, the opportunity to discuss or contest the grade is closed. This policy is designed to encourage students to stay informed about their grades and to prevent last-minute appeals for grade adjustments at the end of the semester. Additionally, waiting for 24 hours
before initiating a discussion allows time for any necessary cooling off, ensuring that any dialogue with the instructor is conducted in a professional manner.

**Upper-Level Class and Professionalism Expectations:** As you advance in your studies at the junior and senior levels, you should expect course work to become more demanding. You are expected to complete all readings and activities assigned to the best of your ability, and this work should be at a more advanced level than what was expected in courses in the core curriculum courses. In an upper-level class, you are expected to prepare more and complete assignments from knowledge in your class readings, your own research, and personal experience. As an AD/PR student, you are expected to conduct yourself in a professional manner and professionally engage in collaborative work environment. All communications in this class (including assignment submissions, email messages, and class discussions) should present you as a professional in the field. This means that you should always use professional language, proper spelling/grammar/punctuation, appropriate addresses, and completeness in your communications. Each communication you make will help shape your professional image, and this class is the time to practice this. Always proofread your messages from the standpoint of your receiver and make adjustments as needed.

**Course Calendar**

**Disclaimer:** The course schedule, including the dates, course content, and assignments, are subject to change at the instructor's discretion. Students have the responsibility to attend class to be notified of these changes. Do not expect announcements or memos regarding schedule changes to be shared on D2L or via email. It is advised that students collect contact information from classmates to share and receive such updates. Staying informed about any modifications announced by the instructor during the semester is crucial.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Day of Week</th>
<th>Course Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2024-01-18</td>
<td>Thursday</td>
<td>Course introduction</td>
<td></td>
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<tr>
<td>1</td>
<td>2024-01-23</td>
<td>Tuesday</td>
<td>Client introduction &amp; secondary research</td>
<td></td>
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<tr>
<td>2</td>
<td>2024-01-25</td>
<td>Thursday</td>
<td>Individual background research</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2024-01-30</td>
<td>Tuesday</td>
<td>Strategic plan: Situational analysis</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2024-02-01</td>
<td>Thursday</td>
<td>Organize into teams and leadership positions. Come up with individual questions for client</td>
<td>Attendance tracking begins. Upload to d2l</td>
</tr>
<tr>
<td>3</td>
<td>2024-02-06</td>
<td>Tuesday</td>
<td>SWOT analysis</td>
<td></td>
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<td>4</td>
<td>2024-02-08</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
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<tr>
<td>4</td>
<td>2024-02-13</td>
<td>Tuesday</td>
<td>Target audience/ad channel</td>
<td></td>
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<tr>
<td>5</td>
<td>2024-02-15</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
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<tr>
<td>5</td>
<td>2024-02-20</td>
<td>Tuesday</td>
<td>Product positioning/brand motto/voice</td>
<td></td>
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<tr>
<td>6</td>
<td>2024-02-22</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
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<tr>
<td>6</td>
<td>2024-02-27</td>
<td>Tuesday</td>
<td>Creative brief</td>
<td></td>
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<tr>
<td>7</td>
<td>2024-02-29</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
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<tr>
<td>7</td>
<td>2024-03-05</td>
<td>Tuesday</td>
<td>Big idea/voice/image</td>
<td></td>
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<tr>
<td>8</td>
<td>2024-03-07</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
</tr>
<tr>
<td>8</td>
<td>2024-03-12</td>
<td>Tuesday</td>
<td>Spring holiday</td>
<td></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Day of Week</td>
<td>Course Content</td>
<td>Assignment</td>
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<tr>
<td>9</td>
<td>2024-03-14</td>
<td>Thursday</td>
<td>Spring holiday</td>
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<td>9</td>
<td>2024-03-19</td>
<td>Tuesday</td>
<td>Advertising execution: channel #1</td>
<td></td>
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<tr>
<td>10</td>
<td>2024-03-21</td>
<td>Thursday</td>
<td>Dr. Cho out for conference</td>
<td>Submit progress report</td>
</tr>
<tr>
<td>11</td>
<td>2024-03-28</td>
<td>Thursday</td>
<td>Easter Holiday</td>
<td></td>
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<tr>
<td>11</td>
<td>2024-04-02</td>
<td>Tuesday</td>
<td>Advertising execution: channel #2</td>
<td></td>
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<tr>
<td>12</td>
<td>2024-04-04</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
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<tr>
<td>12</td>
<td>2024-04-09</td>
<td>Tuesday</td>
<td>Advertising execution: channel #3</td>
<td>Submit progress report</td>
</tr>
<tr>
<td>13</td>
<td>2024-04-11</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
</tr>
<tr>
<td>13</td>
<td>2024-04-16</td>
<td>Tuesday</td>
<td>Packing idea/design/execution</td>
<td></td>
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<tr>
<td>14</td>
<td>2024-04-18</td>
<td>Thursday</td>
<td></td>
<td>Submit progress report</td>
</tr>
<tr>
<td>14</td>
<td>2024-04-23</td>
<td>Tuesday</td>
<td>Catch up week</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2024-04-25</td>
<td>Thursday</td>
<td></td>
<td>Submit both versions of the book (HARD DEADLINE)</td>
</tr>
<tr>
<td>15</td>
<td>2024-04-30</td>
<td>Tuesday</td>
<td>Grade check week</td>
<td></td>
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<tr>
<td>16</td>
<td>2024-05-02</td>
<td>Thursday</td>
<td>Grade check week</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2024-05-07</td>
<td>Tuesday</td>
<td>Final presentation: Tuesday May 7 10:30-12:30pm</td>
<td>Peer evaluation</td>
</tr>
</tbody>
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Academic Integrity (4.1)

Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty and 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/student-academic-dishonesty-4.1.pdf.

Use of any artificial intelligence (AI) software or tool, such as ChatGPT, to complete any assignment, including but not limited to any exams, research projects, or written work produced in the class, is considered a violation of the Academic Dishonesty policy and will be treated by the instructor as such.
**Withheld Grades Semester Grades Policy (5.5)**

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 coursework 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 to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources**

- The Dean of Students Office (Rusk Building, 3rd floor lobby)
  - www.sfasu.edu/deanofstudents
  - 936.468.7249
dos@sfasu.edu

- SFA Human Services Counseling Clinic
  - Human Services, Room 202
  - www.sfasu.edu/humanservices/139.asp
  - 936.468.1041

- The Health and Wellness Hub
  - “The Hub” Location: corner of E. College and Raguet St.
  - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education

  - www.sfasu.edu/thehub
  - 936.468.4008 thehub@sfasu.edu

- Crisis Resources:

  - Burke 24-hour crisis line: 1.800.392.8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline: 1.800.273.TALK (8255)
  - johCrisis Text Line: Text HELLO to 741-741
Course Syllabus Acknowledgement Form

Course Title: MCOM 3308 Advertising Cases and Campaigns

This form serves as an acknowledgment and agreement to the terms and conditions outlined in the course syllabus. By signing this form, you confirm that you have read, understood, and agreed to adhere to the policies, requirements, and expectations set forth in the syllabus for the aforementioned course.

Key Points of Agreement:

• Course Requirements: I understand it is my responsibility to complete all course requirements, including readings, assignments, and participation in class activities.

• Attendance and Participation: I acknowledge the importance of regular attendance and active participation in the course.

• Assignment Submission: I am aware that late submissions are generally not accepted, except under exceptional circumstances, at the discretion of the instructor, and with prior notification.

• 24/7 Grade Discussion Policy: I understand that I must approach the instructor within 24 hours of grades being posted, and that discussions regarding grades will be closed after 7 business days from the posting date.

• Technology and Materials: I accept the responsibility to secure a functioning computer, reliable Wi-Fi, and the required textbook(s) to continue with the coursework.

• Professional Conduct: I agree to maintain professional conduct in all interactions and communications related to this course.

Acknowledgement:

I, __________________________, hereby acknowledge that I have read and understood the course syllabus for MCOM 3308 Advertising Cases and Campaigns. I agree to abide by the policies and requirements as outlined and understand that failure to adhere to these guidelines may impact my course grade and standing.

Student Signature: __________________________

Date: ________________
Weekly Progress Report

Date: [Enter Date]

Team Information
Team Name: [Enter Team Name]
Team Members: [List all team members' names]
Roles/Positions: [List each member's role/position in the team]

Individual Contributions
[Each team member should fill out their individual section]
1 Name: [Enter Name]
Workload for the Week: [Describe the tasks and responsibilities handled this week]
Progress Made: [Detail the progress made on these tasks]
Plans for Next Week: [Outline the planned tasks and goals for the next week]
Evaluation of the Week's Work: [Self-evaluate the effectiveness and efficiency of the work done, challenges faced, and how they were addressed]

2 Name: [Enter Name]
Workload for the Week: [Describe the tasks and responsibilities handled this week]
Progress Made: [Detail the progress made on these tasks]
Plans for Next Week: [Outline the planned tasks and goals for the next week]
Evaluation of the Week's Work: [Self-evaluate the effectiveness and efficiency of the work done, challenges faced, and how they were addressed]

3 Name: [Enter Name]
Workload for the Week: [Describe the tasks and responsibilities handled this week]
Progress Made: [Detail the progress made on these tasks]
Plans for Next Week: [Outline the planned tasks and goals for the next week]
Evaluation of the Week's Work: [Self-evaluate the effectiveness and efficiency of the work done, challenges faced, and how they were addressed]

4 Name: [Enter Name]
Workload for the Week: [Describe the tasks and responsibilities handled this week]
Progress Made: [Detail the progress made on these tasks]
Plans for Next Week: [Outline the planned tasks and goals for the next week]
Evaluation of the Week's Work: [Self-evaluate the effectiveness and efficiency of the work done, challenges faced, and how they were addressed]

Team Progress Overview
Overall Progress: [Summarize the team's overall progress on the project this week]
**Key Achievements:** [Highlight any significant milestones or achievements for the week]

**Challenges Encountered:** [Describe any challenges the team faced and how they were addressed or plan to be addressed]

**Plans for Next Week:** [Outline the team's goals and planned tasks for the coming week]

**Feedback and Support Needed**

**Feedback Requested:** [Any specific feedback the team is seeking from the instructor, client, or peers]

**Support Needed:** [Any additional support or resources the team requires moving forward]

**Additional Comments**

[Any other comments or notes the team wishes to include]