

New York University
MCC-UE 1780
Advertising Campaigns

Course Description

We live in an over-communicative society.

In this course, the primary objective is to learn how to plan, develop and execute both a written and an oral advertising campaign recommendation for an actual product. An additional objective is to learn and practice the skills needed to create actual advertisements.

Emphasis will be on studying the different components that go into developing an Advertising Campaign Proposal for a real client. All the elements of an actual plan will be covered: situation analysis, secondary and primary research, target audience definition, marketing and advertising objectives and strategies, traditional media and social media plans, sales promotion and message development. It is important to recognize that many advertisers use advertisements for many purposes with many different possible effects.

We will be looking at the advertisement as a particular form of communication. We will learn about traditional advertising: broadcast, print and out-of-home, which accounts for about 85-90% of all advertising today. We will also study the latest digital advertising methods. You will be required to create your own ads, both copy and art, for the major types of advertising studied.

Throughout the course, you will be working in two different “ad agency” teams which will put into practice all the principles learned in class and which will give you a good appreciation about teamwork in the business world.

Specifically at the end of the course, you will:

1. Know how to apply communication principles to solve advertising problems
2. Know how to analyze the marketing conditions which will lead you to create thoughtful, accurate and exciting advertising solutions.
3. Be able to defend your decisions
4. Know how to make effective oral presentations
5. Know how to write an effective advertising brief
6. Learn how to work as a team to achieve goals.

At the conclusion of the course, you should have the skills, abilities, and critical perceptions to plan and assess complete campaigns.

Evaluation

Major Case 1	20%
Major Case 2	25%
Mini-Cases (A-D)	40%
Individual Presentation	10%
Participation	5%

Assignments

Reading Assignments

All reading assignments are clearly indicated on the attached assignment sheet. You must read all the material BEFORE coming to class, as we will be discussing the readings and you will need to be informed prior to class. Occasional pop quizzes may occur to assess whether you are keeping up with the reading assignments.

Major Case 1 & 2: 45% of total grade

A major portion of each student's grade is an "individual grade" based on participation in two different "Ad Agency" group projects with two different sets of teammates. Some classroom time will be devoted to group meetings to prepare an advertising campaign recommendation for a particular case. But to do the assignment properly, groups must also meet outside of class.

Requirements for each Major Case include:

1. **Status Reports**. These are due every week at the start of class. One status report per ad agency is due. DO NOT EMAIL.
2. **Conference Reports ("minute s")**. Every meeting of the ad agency has to be documented in a Conference Report. This should include subjects that were discussed and agreements reached as well as a listing of upcoming due dates. These are very important documents and must be emailed to the instructor within 24 hours of the group meeting, by one, designated member of the agency. They will be used as part of the grading process.
3. **Formal Presentation Booklet**. One copy is due on the date of the presentation
4. **30 minute oral presentation**.
5. **Active participation** in "Client" meetings with the Client (the instructor)

The main component of the Major Case grade is the instructor's evaluation of the student's performance in the group. A certain percentage of the grade will be based on a peer evaluation of the performance of each group member.

Individual Presentation: 10 % of grade

Each student will give a 10 minute individual presentation on an Advertising topic of your choice. The instructor will provide a listing of possible topics, but students can pick a topic of interest that is not on the list, with prior approval of the instructor. Individual presentations will be scheduled throughout the semester. The theme of each presentation is how the subject or particular brand impacts on advertising. THEREFORE, YOU MUST PRESENT A HYPOTHESIS/CONCLUSION. DO NOT JUST PRESENT A SURVEY OF THE SUBJECT MATTER. Students are urged to be creative and use visual aids to assist the learning process.

Individual Mini-Cases: 40% of grade

Four different “mini-cases” are assigned in the second part of the course. These are individual assignments (not Agency assignments). You are required to turn-in a typed response to the questions that are posed. Please double-space all written work (see below). These assignments must be in hard copy formats. NO EMAIL VERSIONS WILL BE ACCEPTED. Each case is worth 10% of the total grade. Late papers will be accepted but will be graded downward accordingly.

Required Texts

Advertising Campaign Planning: Avery, 4th edition
Hey Whipple, Squeeze This: Sullivan, 4th edition
The Online Advertising Playbook: Plummer
Course pack with two major cases

Policies:

Absences and Lateness

More than **two unexcused** absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. All students must be present for both of the Major Case presentations.

Late assignments will result in a lower grade.

General Decorum

Arriving late to class or leaving early, sleeping, text messaging, emailing, surfing the Internet, doing homework in class, eating, etc. are distracting and disrespectful to all participants in the course.

All wireless devices must be turned off during class.

Written Format

Please type and double-space your written work. Typing improves the clarity and readability of your work and double-spacing allows room for me to comment. Please also number and staple multiple pages. You are free to use your preferred citation style; please use it consistently in all your assignments.

Evaluation Rubric

A= Excellent

This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B=Good

This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C=Average

This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D= Unsatisfactory

This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F=Failed

This grade indicates a failure to participate and/or incomplete assignments

A = 94-100

A- = 90-93

B+ = 87-89

B = 84-86

B- = 80-83

C+ = 77-79

C = 74-76

C- = 70-73

D+ = 65-69

D = 60-64

F = 0-59

Grade Appeals

Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on my assessment. If you still want to appeal your grade, please submit a short but considered paragraph detailing your concerns. Based on this paragraph I will review the question and either augment your grade or refine my explanation for the lost points.

Academic Dishonesty and Plagiarism

“Academic integrity is the guiding principle for all that you do...you violate the principle when you: cheat on an exam; submit the same work for two different courses without prior permission from your professors; receive help on a take-home courses without prior permission from your professors; receive help on a take-home that calls for independent work; or plagiarize. Plagiarism, whether intended or not, is academic fraud. You plagiarize when, without proper attribution, you do any of the following: copy verbatim from a book, article, or other media; download documents from the Internet; purchase documents; paraphrase or restate someone else’s facts, analysis, and/or conclusions...” (See http://steinhardt.nyu.edu/policies/academic_integrity)

Student Resources

Henry and Lucy Moses Center for students with disabilities

(<http://www.nyu.edu/csd/>)

Writing Center: 269 Mercer Street, Room 233. Schedule an appointment online at www.rich15.com/nyu/ or just walk-in.

Schedule of Classes, Readings and Assignments

See attached assignment sheet for the entire semester.

Supplemental Bibliography/Suggested Readings

Advertising Age, Adweek, New York Times