

Leavey School of Business  
Santa Clara University  
Winter Quarter, 1997  
T/TH 1:45-3:30 p.m.  
Rm: KENNA 111

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## **ADVERTISING & PROMOTION MKTG 184**

Texts: Advertising 184, Custom Published Text from Irwin.

Lisa Fortini-Campbell, The Consumer Insight Workbook, (Chicago: Copy Workshop, 1992)

Philip Ward Burton and Scott C. Purvis, Which Ad Pulled Best? 8th ed., (Lincolnwood, IL: NBC Business Books, 1993)

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### I. Course Objectives

- A. To provide you with an overview of modern advertising: concepts, strategy and implementation.
- B. To give you experience in planning and designing an advertising campaign.
- C. To help you understand the factors that make an individual advertisement more or less effective.
- D. To expose you to some of the scientific research on persuasive communications.
- E. To enhance your awareness of how advertising and other promotional efforts affect you as a consumer.

### II. Course Philosophy

This is a course on how to manage the advertising process and on how to research the effects of advertising. It assumes that at some point in your life you will be managing or evaluating advertising. The creation of ads is only a small part of this course. The creation of advertising strategy is the key focus.

We spend a lot of time looking at advertisements and discussing them in class. Regular class attendance is expected and your class participation grade will be lower if there are too many unexcused absences.

### III. Course Format

- A. The course will be about evenly divided between lecture and discussion.
- B. My goal in the lectures is to highlight theoretical and conceptual issues, to reinforce your understanding of models presented in the text, and to consider in depth particular research issues and strategies.
- C. Your goal in the discussions is to challenge what you hear, contribute alternative perspectives, and test what you think you know.

### IV. Course Requirements

- A. Your grade will be figured as follows:

20%	Ad Critique
	7.5% presentation
	12.5% writeup
50%	Advertising Campaign
	15.0% Situation Analysis
	15.0% Objectives and Message/Media Strategy
	7.5% Presentation
	7.5% Substance
	20.0% Complete Plan
20%	Final Exam
10%	Homework/Class Participation
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100%	

- B. Working in teams of two, you will present a pair of ads to the class. These ads will be for different brands in the same product category. You will show each ad and then argue that one is successful and the other is not. Both I and the class will tend to play devil's advocate, and challenge your judgment.

One week after you have presented, you will submit a write-up of your critique (about 2-3 pages, single spaced) along with the ads themselves. You will receive feedback from the class and me on the oral presentation, and a preliminary grade range from me after I have read the critique. Your final grade on the assignment will not be determined until the end of the quarter, after I've seen all the critiques. (The 20% weight for this assignment breaks down as 7.5% oral presentation, 12.5% write-up.)

- C. Working in larger teams, you will prepare an advertising campaign for a real client. The plan may concern any product or service whatsoever, subject to one stipulation: the client must not sell on campus nor have a primary target market of students. This rules out all campus organizations, and all nearby restaurants and shops. Part of learning how to design an ad campaign is understanding how to research customers who are different from you.

I urge, but do not require, that you work for a real client. This could be a business owned by the parent of a team member, an organization where one of you is an intern, or anyone who would appreciate having a group of bright, hard-working students thinking up advertising ideas.

If you do not find a real client with whom to interact, you may "adopt" a product, service or organization, subject to my approval. Check with me as early as possible; I am most likely to approve an "adopted" client that is local and not a huge company or dominant player in its market (Pepsi, General Motors, Apple Computer, etc., are excluded).

This project will occupy you throughout the term. You must meet an aggressive series of deadlines, as follows:

Tues., Jan 21:	Statement of team membership and proposed client.
Tues., Feb 4:	Preliminary draft of situation analysis section.
Thurs. & Tues, Feb. 25 - 27	In class presentation of objection and Message/Media.
Mar. 14, 5:00 p.m.:	Final version of plans due.

You will receive extensive feedback on the situation analysis section and the Objectives and Message/Media strategy sections. Each is worth 15.0% of your grade. You are expected to improve key sections of your plan in response to feedback. The final plan, taken as a whole, is worth 20% of your grade.

You may work in teams of any size on this project (minimum: 4 people). However, for ease of scheduling, and in view of the fact that team members will rate each other's contribution, you are advised to keep the teams small (4-6) and cohesive.

All campaign teams will make a presentation in class. If at all possible, your client should attend.

- D. Homework will consist of 1) exercises based on Which Ad Pulled Best; and 2) case preparation for class; 3) learning exercises. Satisfactory completion of the homework is part of the class participation component of your grade. To this end, homework is collected and filed.
- E. The purpose of the final exam is to insure that you keep up with the reading for this class.
- F. There will be a 5 dollar fee to cover the cost of copied materials for this class.
- G. Lastly, you may be asked to participate in one or two research projects which I and other faculty will be conducting this quarter. Participation in this research (or equivalent alternative service) is a condition for completing the course.

V. Late Work

Work is due at the beginning of class on the date assigned.

VI. Getting in touch with me.

- A. Try me at school first; while I am in and out of the office on a typical day, I have voice mail and I am good about returning calls. It is perfectly all right to call me at home, provided you have a good reason. Good reasons include: 1) you were not able to reach me at school; 2) you are stuck on a project and getting nowhere.

Note on voicemail vs. e-mail: voicemail is best for conceptually complicated matters where a 2-minute speech may convey your point more effectively than a lengthy e-mail (while taking much less of your time to deliver). But voicemail can be disruptive -- I might answer, and then we must both pursue a mutually satisfactory social interaction. Hence, do not use voicemail for simple factual matters -- e-mail is better. E-mail is also better when you have a factually or numerically complex question. If I have to write down much more than your phone number while listening to your voicemail, then you probably should have sent me e-mail instead.

A final plea: about 10% of my voicemails contain an inaudible name or phone number. You know your phone number by heart and may be prone to rattling it off; but I don't know it, so please say it clearly and slowly. It is particularly frustrating not to be able to return a student's phone call because the phone number was incomprehensible.

## Schedule of Assignments

<u>Week/Date</u>	<u>Assignment</u>	<u>Source</u>
1     1/7, 1/9	Introduction Advertising Theory	BB: 6
2     1/14, 1/16	Consumer Insight Advertising Planning	FC: 1-6, 18-25 PB: pp. 1-37
3     1/21, 1/23	Objectives Target Audience I	BB: 8 FC: 7-14
4     1/28, 1/30	Audiences (2) Message 1	Reynolds & Watkins article
5     2/4, 2/6	Messages (2)	BB: 7
6     2/11, 2/13	Budgets	BB: 9
7     2/18, 2/20	Media Planning	BB: 11, 12, 15
8     2/25, 2/27	Presentations	--
9     3/4, 3/6	Advertising Research Legal & Ethical Issues (1)	BB: 20, 19
10.   3/11, 3/12	Legal & Ethical Issues (2) Course Summary	