MCM 308-090 Advertising Cases & Campaigns
Mass Communication
Spring 2016

Instructor: Dr. Amy Mehaffey
Office: 202 Pilar Street – City Hall 3rd Floor
Email: mehaffeya@ci.nacogdoches.tx.us

Class Time: MWF 12:00-12:50 PM
Meeting Location: Boynton 209
Office Hours: After class or by appointment only – 979.587.9600 (Cell Number)

COURSE OVERVIEW

COURSE DESCRIPTION:
Study of advertising campaigns for newspapers, magazines, radio, TV, blogs and other media. Students will apply the principles of advertising to create ads and campaigns.

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 PLOs:
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:

- Additional readings will be made available throughout the semester

GRADING POLICY:

Students will receive grades and feedback for each assignment.
Course grades will be awarded on an A through F scale.

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

Written assignments must:

- Be typed and double-spaced;
- Use proper grammar and formal English composition points will be subtracted for inaccurate or informal written language;
- Reviewed Closely (Ask a friend/writing center, use spell check, a dictionary and/or thesaurus as needed);
- Follow AP Style Guidelines

ATTENDANCE POLICY:

Absences: Missing an assignment will result in grade of zero for that assignment. Excuses are considered only when conditions are clearly beyond the student’s control and must be documented. A copy of the excuse will be kept in the files. In keeping with department policy for classes that meet three times a week, on the fourth unexcused absence, 5 points will be subtracted from the final class grade. On the fifth unexcused absence, another 5 points will be subtracted. On the sixth unexcused absence, another 5 points will be subtracted. On the seventh unexcused absence, another 5 points will be subtracted. On the eighth unexcused absence, you will receive an F for the course.

Attendance: Students who have perfect attendance (no absences, excused or not excused) will receive a special privilege. AFTER the final and weekly grades are added together the grades of those students will be rounded up; for example, from 69 to 70, from 79 to 80, from 89 to 90 or from 99 to 100.

Late work: Late work is not accepted except for approved university activity, personal or family illness or other documented emergency.
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: • using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; • falsification or invention of any information, including citations, on an assignment; and/or, • 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 include, but are not limited to: • submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; • submitting a work that has been purchased or otherwise obtained from the internet or another source; and, • incorporating the words or ideas of an author into one's paper or presentation 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: 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.

BOYNTON LAB SCHEDULE:
The Boynton LAB will be available for weekly use. The LAB schedule will be posted by the second week of the semester. Questions, comments, complaints are welcome and should be directed to Mr. Patterson during office hours.

LAB FACILITY, COMPUTERS AND PRINTERS:
Food and/or drinks are not allowed in the LAB due to the nature of the equipment. Please help us with this policy by being responsible for yourself first. Printing that is unrelated to your registered class (which uses Boynton 202 or 209 LAB) may revoke ALL printing privileges. Printing to the Color Printer requires approval and must be for specific class assignments. LAB assistants are available for general assistance. If you experience a problem with computer equipment, please note the problem in detail, computer used and report this information to the LAB assistant.
**Grading:** When evaluating your work, I will look for clarity, quality, completeness and professionalism. The following point system and evaluation criteria will be used to determine grades.

<table>
<thead>
<tr>
<th>Percentage of Points</th>
<th>Letter Grade</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
<td>Assignments must be virtually free from errors in writing, word usage, and sentence structure. The paper will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
<td>Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The paper will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
<td>Assignments in this grade category will show serious difficulty in managing of the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The paper will illustrate a basic understanding of the topic.</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
<td>Assignments in this category will fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued or redefined to accommodate what the students’ wants or is able to say. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indications of the students attempt to understand the assignment will be present.</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>F</td>
<td>Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.</td>
</tr>
</tbody>
</table>
Assignments:

**Class Participation:** To maintain an active-learning environment, your participation is both welcome and crucial to the success of this course. You will be graded not only on your on-time attendance but on your comments and questions in class. (30 points)

**Classroom Discussion:** You will be evaluated on your level of participation and responsibility taken for leading an assigned reading week. As a week leader you will be responsible for developing a set of questions for each set of readings, which can be integrative or specific to the article (or both). Then, you will lead all or a portion of the topic for the week. You may integrate an activity or visual aids to your discussion as long as they are mindful and promoting discussion. This is your chance to be creative! (10 points)

**Badvertising:** Each student will be required to submit “BAD-Vertisting” in the D2L Dropbox each week. Please prepare your thoughts about why you think your chosen ads are “bad” and be able to offer industry led examples of how to improve the ad. Feel free to also include an example of a “GOOD” ad that mirrors each bad ad to compare and contrast with the class. (10 points)

**Straight from The Industry:** In order to ensure you are well-prepared for the industry, we will host various guest speakers and discuss various cases throughout the semester. These assignments are designed to allow you to apply your knowledge to a specific advertising situation. They are also designed to sharpen your presentation and teamwork skills. Each topic will include an appropriate and corresponding assignment. (50 points)

- **#1 City of Nacogdoches Citizen Engagement Campaign**
  - Must include: Summary of Target Audience, Overall Message, Tagline, & Promotional Piece incorporating City of Nacogdoches logo

- **#2 Client of Your Choice:**
  - Setting objectives / goals / timescales / defining your target audience

- **#3 Client of Your Choice:**
  - Evaluate the competition / Consider communication channels / Set a budget

- **#4 Client of Your Choice:**
  - Develop the message / Project the right image

- **#5 Client of Your Choice:**
  - Measure and Monitor / Legal Considerations

**Final Project:** Advertising Campaign You will create a comprehensive advertising campaign with an assigned team. This campaign will include parts 2-5 from your ‘Straight from the Industry’ projects as well as 5 promotional pieces to exemplify your campaign. Details will be provided later in the semester. (50 points)
INDIVIDUAL MODULES/COURSE SCHEDULE

Week 1 - Salesmen Don’t have to Wear Plaid // A Sharp Pencil Works Best
- Course Introduction/ Getting to Know You (1/20/16)
- Class Discussion of Readings led by Dr. Mehaffey (1/22/16)
  - Chapters 1 & 2 of textbook
  - Olson, “Intellectual and Conceptual Resources for Visual Rhetoric”
  - Blair, “The Rhetoric of Visual Arguments”

Week 2 – Integrated Marketing Communications
- Class Discussion of Readings led by Drew Hastings (1/25/16)
  - http://www.cio.com/article/2377257/online-marketing/7-ways-to-create-a-successful-integrated-marketing-campaign.html
  - http://www.forbes.com/sites/steveolenski/2013/09/16/why-integrated-marketing-communications-is-more-important-than-ever/#2715e4857a0b3797d1da2325
  - Integrated Marketing Communication: Theoretical Approach (will email article)
- Straight From the Industry: Mehaffey & Larissa Philpot (1/27/16)
- Badvertisting (1/29/16)
  - Please place in D2L Dropbox

Week 3 - A Clean Sheet of Paper
- Class Discussion of Readings led by Erin Monroe (2/1/16)
  - Chapters 3 of textbook
- Straight From the Industry: Hancock Advertising Guest Lecture (2/3/16)
- Guest Lecturer (2/5/16)

Week 4 - Write When You Get Work // SUPER BOWL MANIA
- Class Discussion of Readings led by Bianca Berlanga (2/8/16)
  - Chapters 4 of textbook
- Straight from the Industry: Super Bowl Commercials (2/10/16)
- Badvertisting (2/12/16)
  - Please place in D2L Dropbox
- Straight from the Industry #1 Materials Due (2/12/16)

Week 5 – In the Future, Everyone Will Be Famous for 30 Seconds
- Class Discussion of Readings led by Kiara Richardson (2/15/16)
  - Chapters 5 of textbook
- Straight from the Industry: Happy Cows (2/17/16)
  - Specht & Buck, Advertising Agrarian Unreality: College Students’ Preferences for Agricultural Commodity Advertising Content (article to be emailed)
- Badvertisting (2/19/16)
  - Please place in D2L Dropbox
**Week 6 – But Wait, There’s More!**
- **Class Discussion of Readings led by Ben Dodson (2/22/16)**
  - Chapters 6 of textbook
- **Straight from the Industry: Disney Princesses (2/24/16)**
- **Badvertisting (2/26/16)**
  - Please place in D2L Dropbox
- **Straight from the Industry #2 Materials Due (2/26/16)**

**Week 7 – Radio Is Hell. But It’s A Dry Heat.**
- **Class Discussion of Readings led by Kendra Byrd & Taylor Willett (2/29/16)**
  - Chapters 7 of textbook
- **Straight from the Industry: Advertising with Emojis (3/2/16)**
  - [https://www.qualitylogoproducts.com/blog/emojis-in-advertising-faq/](https://www.qualitylogoproducts.com/blog/emojis-in-advertising-faq/)
- **Badvertisting (3/4/16)**
  - Please place in D2L Dropbox

**Week 8 – Big Honkin’ Ideas**
- **Class Discussion of Readings led by Katie Gardner (3/7/16)**
  - Chapters 8 of textbook
- **Straight from the Industry: Social Media Advertising (3/9/16)**
- **Badvertisting (3/11/16)**
  - Please place in D2L Dropbox
- **Straight from the Industry #3 Materials Due (3/11/16)**

**SPRING BREAK**
Week 9 – Toto, I have a feeling We’re Not in MaCann-Erickson Anymore
- Class Discussion of Readings led by Whitney McCullough & Claudia Rubio (3/21/16)
  o Chapters 9 of textbook
- Classroom Case Study: Starbucks (3/23/16)
  o http://adage.com/article/cmo-strategy/starbucks-launches-brand-campaign/295175/
  o http://www.grahamdbrown.com/starbucks-case-study/
- GOOD FRIDAY (3/25/16)

Week 10 – Only the Good Die Young
- Easter Monday
- Classroom Case Study Body Image (3/30/16)
  o http://www.abc.net.au/radionational/programs/lawreport/5225592
- Badverting (4/1/16)
  o Please place in D2L Dropbox

Week 11 – Pecked to Death By Ducks
- Class Discussion of Readings led by Meagan Beckwith (4/4/16)
  o Chapters 11 of textbook
- Classroom Case Study: Zappos / Uber (4/6/16)
- Badverting (4/8/16)
  o Please place in D2L Dropbox
- Straight from the Industry #4 Materials Due (4/8/16)

Week 12 - A Good Book or a Crowbar
- Class Discussion of Readings led by Wahsani Lewis (4/11/16)
  o Chapters 12 of textbook
- Classroom Case Study: Event Promotion (4/13/16)
- Badverting (4/15/16)
  o Please place in D2L Dropbox

Week 13 - Making Shoes versus Making Shoe Commercials
- Class Discussion of Readings led by Kirby Hilderbrand (4/18/16)
  o Chapters 13 of textbook
- Classroom Case Study: The Olympics (4/20/16)
- Badverting (4/22/16)
  o Please place in D2L Dropbox
- Straight from the Industry #5 Materials Due (4/22/16)

Week 14 – Work on Final Presentations
- Class time to work on Final Presentation (4/25/16)
- Class time to work on Final Presentation (4/27/16)
- Class time to work on Final Presentation (4/29/16)

Week 15 – Final Presentations