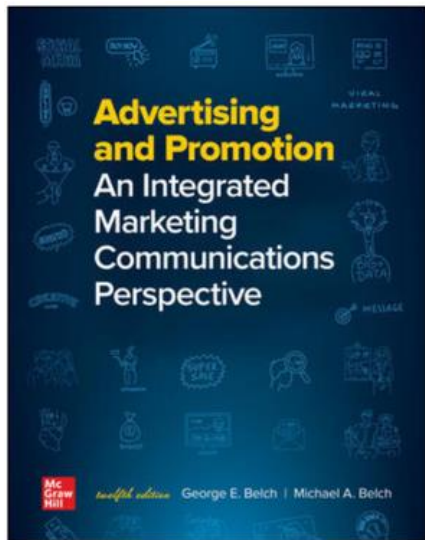


REQUIRED TEXTBOOK:



Advertising and Promotion: An integrated Marketing Communications Perspective

12th Edition

By George Belch and Michael Belch

978-1260570991

INSTRUCTOR: Alan Rado

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ABOUT ME:

As an experienced creative director, I've worked at major advertising agencies including DDB, DMB&B, BBDO and McCann Worldgroup, where I consistently developed award-winning campaigns and managed groups along the way. I've created and executed a wide range of integrated marketing campaigns for leading edge brands such as AT&T, Anheuser-Busch (Budweiser/Michelob Light), McDonald's, GM (Cadillac/Buick), Mazda, Jeep, and BP/Amoco. Since 2004, I've taught over 20 courses at six different colleges here in Chicago. In 2017, I received my MFA in Communication Design.

HOW YOU'LL BE GRADED:

CLASS PARTICIPATION/ATTENDANCE: 10%

Participate, collaborate, and be engaged in the class. Share your ideas, questions, and point of view. **More than four missed classes/unexcused absences** could hurt your participation score and lower your course grade.

TESTS: 20%

There will be two tests to make sure you have a solid foundation of advertising knowledge. A midterm and a final. Tests will cover key points from the textbook and class lessons. **Each exam is worth 10% of your final grade.**

INDIVIDUAL ASSIGNMENTS: 20%

There will be four individual advertising assignments. **Each project is worth 5% of your grade.** Details for these advertising assignments will be announced during class and posted on Sakai.

TEAM PROJECTS: 50%

Advertising is a team business. The class will be broken into small agency teams. Each agency team will work on a brand in need of a new advertising campaign. That brand will be your focus for all group project assignments. Your agency team will create a comprehensive advertising plan made up of a series of four team interrelated projects. **Each project is worth 12.5% of your grade.** Details for these projects will be announced during class and posted on Sakai.

The projects include:

- 1. Marketing Strategy**
- 2. Creative Recommendation**
- 3. Media Plan**
- 4. IMC Recommendation**

GRADING SCALE:

A: 100-95, A-: 94-90, B+: 89-87 B: 86-83, B-: 82-80, C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-64, D-: 63-60, F: Less than 60

TIPS FOR SUCCEEDING IN THE COURSE:

Attendance. Class will start promptly at 11:30 am and end at 12:45 pm. In great part, what you will learn from this class is the result of participating in class presentations, discussions, and collaborative projects. Your attendance is crucial. Missed classes (unexcused absences) will hurt you, your creative partners, and your

participation score. It will also lower your course grade. If you must miss a class due to a legitimate excuse, such as an illness or family emergency, it's your responsibility to contact me as soon as possible. Completing any missed work will be discussed at that time.

Grading. Grading will emphasize attendance, participation, and contributions during class. You will be graded on the lessons you absorb and apply to your work through your writings and ideas, your demonstration of the understanding of the methods and principles learned in class, as well as the quality of your concepts and writing, and the evident effort you put into them.

Phones and Laptops. The goal, of course, is to keep your attention focused on the class. To that end, phones should be put away, so they won't distract you, the presenter, and your fellow classmates. Laptops should be put away too, except for specific classroom

Keep up with the work. The material covered in this course has a logical, methodical flow. Read the chapters. Do the homework. And don't fall behind.

Submit work on time. All homework and project assignments will be posted on Sakai. You will be required to post your completed work on Sakai. Submit all work before the posted deadline, i.e., before the start of the class for which it is due. Late assignments will not be accepted.

Exceed expectations. Your work will be reviewed and graded based on your writing, the quality and originality of your examples, and the extent of your use of marketing and advertising concepts to support your ideas. Advertising is a creative field, and you will be rewarded for innovative, relevant, and outstanding thoughts that are well supported in both papers and presentations.

Proof and edit your work. Rewrite, edit, and edit again. The goal is to communicate effectively, professionally, and exactly. Support your recommendations with facts and cite your sources. Note: Written assignments must be free of spelling/grammar errors. If your work contains blatant errors, expect a reduced grade.

Be a good collaborator. You will be working as part of a team on several projects. I will allow some class time for teams to meet and work on projects. You will be expected to carry your fair share of your team's work. Your contribution to your team will be evaluated by me and your peers.

Style and quality count. Communication isn't just about the words. A good-looking paper or presentation has a way of standing out (and earning a better grade).

Have fun. Advertising is the “toy department” of the business world. Have some fun learning about it. The more you enjoy what you’re doing, the more you’ll succeed.

COURSE SCHEDULE:

Note: This schedule is subject to change to accommodate student needs, current events, etc.

WEEK #1: August 29, 31

- Course Overview
- Discussion: What is Advertising?
- For Next Class: Read Text Chapter 1 (Introduction to IMC)
- Hand out Individual Assignment #1: Under Armour Case Study – Due Week #4/September 19
- Chapter 1 Overview
- For Next Week: Read Text Chapter 2 (Marketing Process)

WEEK #2: September 5, 7

- Choose Agency Teams and Brands/Hand out Team Project #1: Marketing Strategy Assignment – Due Week #5/September 28
- Chapter 2 Overview
- For Next Week: Read Text Chapter 3 (Role of Ad Agencies)

WEEK #3: September 12, 14

- Chapter 3 Overview
- IN-CLASS BREAKOUT ROOMS - Team Project #1
- For Next Week: Read Text Chapters 4 & 5 (Consumer Behavior/Communication Process)

WEEK #4: September 19, 21

- Due - Individual Assignment #1: Under Armour Case Study
- Chapter 4 Overview
- IN-CLASS BREAKOUT ROOMS – Team Project #1
- Chapter 5 Overview
- For Next Week: Read Text Chapter 6 (Message Factors)

WEEK #5: September 26, 28

- Chapter 6 Overview
- Hand out Individual Assignment #2: How Ads (and People) Persuade You – Due Week #7/October 10
- IN-CLASS BREAKOUT ROOMS – Team Project #1
- Due - Project #1: Marketing Strategy Assignment
- For Next Week: Read Text Chapters 7 & 8 (Budgets/Creative Planning & Development)

WEEK #6: October 3, 5

- Hand out Team Project #2: Creative Recommendation Assignment – Due Week #9/October 24
- Chapter 7 Overview
- IN-CLASS BREAKOUT ROOMS – Team Project #2
- Chapter 8 Overview
- For Next Week: Read Text Chapter 9 (Creative Implementation and Evaluation)

WEEK #7: October 10 (No Class), 12

- Due - Individual Assignment #2: How Ads (and People) Persuade You
- Chapter 9 Overview
- IN-CLASS BREAKOUT ROOMS – Team Project #2
- Next Week: Midterm Exam (Chapters 1-9) – October 18 (Outside Class)
- For Next Week: Read Text Chapter 10 (Media Planning and Strategy)

WEEK #8: October 17, 19

- Chapter 10 Overview
- Midterm Exam/Chapters 1-9 – October 18 (Outside Class)
- IN-CLASS BREAKOUT ROOMS – Team Project #2

Week #9: October 24, 26

- Due - Project #2: Creative Recommendation Assignment
- Hand out Individual Assignment #3: Dasani Case Study – Due Week 11/November 7
- Hand out Team Project #3: Media Plan Assignment – Due Week #12/November 16
- For Next Week: Read Text Chapters 11 & 12 (Broadcast Media/Print Media)

WEEK #10: October 31, November 2

- Chapter 11 Overview
- IN-CLASS BREAKOUT ROOMS – Team Project #3
- Chapter 12 Overview
- For Next Week: Read Text Chapters 13 & 14 (Support Media/Direct Marketing)

WEEK #11: November 7, 9

- Due – Individual Assignment #3: Dasani Case Study
- Chapter 13 Overview
- IN-CLASS BREAKOUT ROOMS – Team Project #3
- Chapter 14 Overview
- For Next Week: Read Text Chapter 15 (The Internet)

WEEK #12: November 14, 16

- Chapter 15 Overview

- IN-CLASS BREAKOUT ROOMS – Team Project #3
- Due - Project #3: Media Plan Assignment
- For Next Week: Read Text Chapter 16 (Sales Promotion)

WEEK #13: November 21, 23 (No Class – Thanksgiving)

- Hand out Team Project #4: IMC RECOMMENDATION – Due Week #15/December 7
- Chapter 16 Overview
- For Next Week: Read Text Chapter 17 (Public Relations)

WEEK #14: November 28, 30

- Chapter 17 Overview
- Hand out Individual Assignment #4: The Secret Behind the Coca-Cola Marketing Strategy – Due Week #15/December 5
- IN-CLASS BREAKOUT ROOM – Team Project #4

WEEK #15: December 5, 7

- Due - Individual Assignment #4: The Secret Behind the Coca-Cola Marketing Strategy
- IN-CLASS BREAKOUT ROOM – Team Project #4
- Due - Team Project #4: IMC Recommendation
- Next Week: Final Exam (Chapters 10-17) – TBD

WEEK #16: December 12: 9-11 am

Final Exam (Chapters 10-17)

SCHOOL OF COMMUNICATION STATEMENT ON ACACEMIC INTEGRITY:

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher; providing information to another student during an examination; obtaining information from another student or any other person during an examination; using any material or equipment during an examination without

consent of the instructor, or in a manner which is not authorized by the instructor; attempting to change answers after the examination has been submitted; unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom; falsifying medical or other documents to petition for excused absences or extensions of deadlines; or any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.; submitting as one's own another person's unpublished work or examination material; allowing another or paying another to write or research a paper for one's own benefit; or purchasing, acquiring, and using for course credit a pre-written paper. The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the

misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml.

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations. (The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

As an instructor, I am considered a Responsible Campus Partner ("RCP") under Loyola's Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's Title IX Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>). The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report will not generate a report to law enforcement (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

As Loyola's mission statement holds, "We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things." Together, as a community rich in diversity, we are called to "expand knowledge in the service of humanity through learning, justice and faith."

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral ([LUC.edu/csaa](https://luc.edu/csaa)) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: [LUC.edu/dos](https://luc.edu/dos) or [LUC.edu/csaa](https://luc.edu/csaa); phone number 773-508-8840, email deanofstudents@luc.edu

One last thing... University leadership is currently discussing policies regarding student use of ChatGPT and other AI technology on assignments. To maintain our culture of excellence and integrity, please refrain from using AI assisted technology in the classroom unless you're specifically authorized to do so by me for an assignment, a test, a quiz, or any deliverable that will be graded.