

**School for New Learning
DePaul University
Course Syllabus: HC 224 “Understanding and Creating Advertising”
Fall 2009**

1. General Information

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Location: Loop Campus

Dates/Time: Monday, September 14-November 23, 2009

Credit Hours: 2 per competences (up to 4 credits)

2. Course Description

This course will focus on the basic principles of advertising, with a secondary emphasis on its social and cultural implications. Students will learn the fundamentals of marketing research, media planning, creative development and production, as well as how advertising has influenced the culture, values and beliefs of America during the past 50 years. We will read books and articles; view videos and commercials; listen to radio spots; examine print ads and web advertising. Students will also learn how the internet and new media are impacting advertising. Students will be encouraged to “deconstruct” advertisements and commercials, to better understand how they are constructed and designed to influence their purchase decisions. Through the process of examining and creating advertising, students will also gain skills in critical thinking, collaborative learning and creativity.

Dorothy is President of DJB Communications Group, Inc., a communications strategy and planning firm that helps clients communicate more effectively with their key audiences and grow their businesses. She has spent more than 25 years in advertising and marketing, on both the advertising agency and client side. Dorothy has a Masters Degree in Advertising from the Medill School of Journalism and a B.A. Degree in English from Northwestern University. A lifelong learner herself, Dorothy has completed the course work for her MLS degree from DePaul; she continues to take graduate level courses in communications and media studies to further her knowledge in a changing world. She also teaches advertising and related courses at DePaul’s College of Communication, as well as marketing at DePaul’s Center for Continuing Education.

3. Competencies

- FX: Can understand and analyze the basic principles of advertising, including research, planning, creative development and production.
- L7: Can learn collaboratively and examine the skills, knowledge and values that contribute to such learning.
- H2G: Can evaluate the role and impact of mass media or information technology on society.

H1C: Can explain the emergence, maintenance or evolution of an economic or political system.

4. Outcomes

FX: Can understand and analyze the basic principles of advertising, including research, planning, creative development and production.

1. Can understand the essential elements of advertising and marketing communications.
2. Can understand and is conversant in how advertising is used to support the needs of corporations, not-for-profits and the political world.
3. Becomes knowledgeable about the latest trends in advertising, as well as marketers' successes and challenges in advertising.
4. Can create advertising programs using traditional and new media to launch a new product of the student's choosing.

L7: Can learn collaboratively and examine the skills, knowledge and values that contribute to such learning.

1. Can develop the attitudes and skills that are essential to effective teamwork.
2. Can work well with others.
3. Becomes knowledgeable on how to unleash the power of a team to produce excellent work.

H2G: Can evaluate the role and impact of mass media or information technology on society.

1. Can understand the societal ramifications of advertising in shaping culture and life experience.
2. Can express how advertising impacts identity formation, race, gender, social class, sexuality, cultural citizenship and democratic participation, as well as people's attitudes, values and behaviors.
3. Can articulate how corporations, not-for-profits and politicians are using advertising to further their goals and agendas.

H1C: Can explain the emergence, maintenance or evolution of an economic or political system.

1. Can understand how advertising supports both capitalism and the political status quo.
2. Becomes knowledgeable as to advertising's role as capitalism's engine.

3. Can express how advertising encourages consumerism and materialism, both which are essential to maintaining a hyper-capitalistic system.

5. The Learning Experience

This course is designed as an interactive learning experience, where students and the instructor learn from one another. Active dialog will center around the readings, viewing videotapes and commercials; examining print ads and web advertising, as well as other advertising vehicles. Students are encouraged to bring in advertising they encounter in their day-to-day lives and discuss it in class. The class will also work in groups to analyze advertising and to work on strategic and creative assignments. These groups will be responsible for presenting their findings or ideas to the class and fielding questions and gathering feedback. Students will write 2 papers, submit 3 reading assessments and participate in 1 group project. Instructor lectures will be kept to a minimum.

Students should anticipate spending approximately 6-8 hours per week on required readings, meeting with their group outside of the classroom, and other assignments.

Two books are required for the course:

Moriarty, Mitchell, and Wells. Advertising Principles and Practices. Upper Saddle River, New Jersey: Pearson Prentice Hall, 2009.

Kilbourne, Jean. Can't Buy My Love: How Advertising Changes the Way We Think and Feel. New York, New York: Free Press 2000.

It is mandatory that students purchase both books (there are ample used copies available via online book stores, including Barnes and Noble) and that they bring the books to class.

There are several other sources that are required reading and that are available on electronic reserves. The e-reserves site consists of articles, short chapters from books and short essays. The complete list will be available in September 2009.

Students missing more than two classes of our ten week course will not have met the requirements for a passing grade and will be asked to drop the class.

I expect students to come to class ready to discuss the weekly readings and participate in class discussions. One of the best ways to prepare for these discussions is to identify 3 or 4 key points the author is making in each chapter and then connect your life experience and/or your competencies to these points. I expect students to be in class on time, and to remain until class ends.

You are welcome to use computers to take notes in class. Use of sidekicks, blackberries, play games on your cell phone, text messaging and other distracting technology-based activities are not allowed. If you are found using these devices in class, you will be marked absent. Silence your cell phones before class begins.

6. Evidence the Student will Submit

Students demonstrate competence through 6 types of evidence: class participation, class attendance, analytical paper, 3 short reading assessments, 1 group project and 1 reflection paper. Students' participation and written evidences must demonstrate development toward achieving the outcomes of their competencies. Specific assessment criteria for each type of evidence are specified as follows (points are given per competence):

Class Participation (130 total points: 10 points per session). Students' participation will be assessed by how well contributions demonstrate development of competencies, the breadth and depth of insights on the reading, relevant experiences with new media, and the frequency of contributions. A range of opportunities to participate in class include seminar-like class discussions, small in-class reading groups, and engagement in the group project. Students' in-class participation will be assessed on a weekly basis. The learning outcomes from class participation are as follows:

- Sharpen verbal communications skills
- Learn from the insights and experiences of others
- Make connections between one's idea and the ideas of others
- Develop skills in analysis, collaboration and critical inquiry

Class Attendance (130 total points; 10 points per session; 30 bonus points for attending all 10 classes). The class experience is critical to learning, so attendance is crucial. Students have the opportunity to receive bonus points for attending all class sessions. As stated in the Learning Experience section, students missing more than 2 classes will be asked to drop the course.

Extra Credit (30 points) Students will have an opportunity to earn extra credit by bringing in a sample of at least 2 pieces of advertising. Students will create a 5 minute presentation for the class, walking them through the advertising and sharing observations about whether or not the example is effective in promoting the product.

Analytical paper (160 points total) Students will write one analytical paper, 5-6 pages in length that analyzes Sut Jhally's "Image Based Culture" and Jean Kilbourne's "In Your Face, All Over the Place." Both essays are available through Electronic Reserves for the course. This paper should analyze the key points the authors are making, as well as sharing your insights and thoughts about the points they are making. What evidence do the authors offer for their points? Does what they authors say hold true for you? Why or why not? Do the authors agree with one another? Where are the similarities? Where are the differences? The paper is due in class on September 28. In the case of a dire emergency, a one week extension will be granted; however the student needs permission from me prior to the original due date. The learning outcomes from the analytical paper are as follows:

- Know how to think through ideas through writing
- Understand how to communicate more effectively
- Improve and refine written communication skills
- Develop skills in analysis and critical inquiry

3 Reading Assessments (120 total points; 40 points per assessment) Students will demonstrate their understanding of the readings through a series of 3 short reading

assessments. Students will answer 8-12 questions about the readings for the evening. Answers are expected to be no more than 3-4 sentences per question. The learning outcomes from the reading assessments are as follows:

- Improve comprehension of written material
- Develop the ability to synthesize information
- Identify and retain the key points of a written piece
- Understand the information more deeply, so the student can communicate it more effectively in class discussions

1 Group Project (260 points) Students will work in small groups to create a communications campaign for a product of their choosing. Students will learn to how to research an audience, as well as utilize their creativity to develop a new product and a campaign using traditional and new media. For example, students may design a commercial, print ad, website, outdoor board, or podcast as ways to promote their new product. The campaign will be presented to the entire class in the last class session. The learning outcomes from the group project are as follows:

- Hone analytical and creative skills
- Learn how to create marketing communications programs using traditional and new media
- Improve collaboration skills and learn from the strengths of others on the team
- Improve presentation skills

Reflection Paper (200 points) This paper should be tailored to students' interests and related to the competencies in which the student has enrolled. This paper should reflect on what the student has learned throughout the quarter in class and through additional outside research. A project proposal will be due in the sixth week of class. Students may write separate papers for each competence, but students should consider combining their competencies into a longer paper. My expectations are that students would have a minimum of 5 pages per competence, in order to do the subject matter justice. Some thought starters on paper ideas will be provided during the second week of class. The learning outcomes from the reflective paper are as follows:

- Understand how to connect learning to competencies
- Know how to think through ideas through writing
- Improve and refine written communication skills
- Develop skills in research and reflection

For both papers, in the case of a dire emergency, a one week extension will be granted; however the student needs permission from me in writing prior to the original due date. A late paper will not be accepted unless permission has been granted by the instructor and a paper submitted after the agreed-upon extension will not be accepted.

DePaul University Academic Integrity Policy

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment

For the Analytical Paper, you will be expected to demonstrate evidence of the following:

1. **Organization.** Clear thesis statement, logical development of argument, well structured paragraphs.
2. **Analysis:** Ability to analyze the key points the authors are making.
3. **Clarity:** Ability to communicate these ideas clearly and effectively, using relevant examples.
4. **Stylistics:** Logical sentence structure, grammar and punctuation; careful proofreading; appropriate documentation of sources.

The group presentation will be evaluated on the basis of the following:

1. **Content.** A clear and concise presentation of the work that accurately fills the requirements of the assignment.
2. **Creativity:** Evidence that the student(s) used creative approaches in their presentation.
3. **Stylistics.** The ability to present the content in an engaging way that captures the attention of the class.

The 3 reading assessments will be graded based on accurately answering the questions that are asked.

Reflection papers will be evaluated on the basis of the following:

1. **Content:** A detailed and insightful discussion of the chosen topic, using examples and support from course readings, class discussion, personal experience and outside research.
2. **Organization.** Clear thesis statement, logical development of argument, well structured paragraphs.
3. **Stylistics:** Logical sentence structure, grammar and punctuation; careful proofreading; appropriate documentation of outside sources.

Grading

The total points possible for each competence are:

| | |
|------------|-------------------------------|
| 130 points | Class Participation |
| 130 points | Class Attendance |
| 160 points | Analytical Paper |
| 120 points | Reading assessments (3 total) |
| 260 points | Group Project |
| 200 points | Reflection Paper |

1000 points Total

Note: An additional 60 points can be awarded if students attend all 10 classes (an additional 30 points) and if they bring in two samples of advertising to review with the class (an additional 30 points; see Evidence Submitted section for details).

To assign grades, the following grading scale and University grading standards will be used. (Partial percentage points will be rounded up to the nearest whole percentage point.)

| | | | |
|----|--------------------|----|--------------------|
| A | 940 to 1000 points | C+ | 770 to 799 points |
| A- | 939 to 900 points | C | 740 to 769 points |
| B+ | 870 to 899 points | C- | 700 to 739 points |
| B | 840 to 869 points | D+ | 670 to 699 points |
| B- | 800 to 839 points | D | 640 to 669 points |
| | | D- | 600 to 639 points |
| | | F | 590 points or less |

| | |
|----|---|
| A | Accomplished the stated objectives of the course in an EXCELLENT manner |
| B | Accomplished the stated objectives of the course in a VERY GOOD manner |
| C | Accomplished the stated objectives of the course in a SATISFACTORY manner |
| D | Accomplished the stated objectives of the course in a POOR manner |
| F | Did not accomplish the stated objectives of the course |
| IN | Temporary grade indicating that the student has a satisfactory record in work completed, but for the unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. The student must request this grade from the instructor by submitting the form, "Contract for Issuance of an Incomplete (IN) Grade available on the SNL Web Site. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committees permission. |
| PA | Passing achievement in a pass/fail course. (Grades A through D). Students who take this course pass/fail must request this option from the instructor. Students who request pass/fail grading cannot revert to A-F grading. |
| W | Automatically recorded when the student's withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period. |
| WA | Administrative withdrawal, assigned by someone other than the student, whether within or outside the stipulated period of withdrawals. |

- WN Administrative withdrawal for no-shows, to indicated a student who was admitted, registered for one term of classes, but never actually came to DePaul.
- FX Student stopped attending course. This is an apparent withdrawal. The grade can be changed to a W, WA or WN. If not administratively removed, it is scored in the grade point average the same as an F. Students should contact their college office to initiate the request to amend an FX grade. An FX grade may not be changed if it has remained on the student's record beyond 12 months except in extraordinary circumstances.

Addenda

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLoS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]

Understanding and Creating Advertising

| Date | Topics | Assignment for This Week | Video Screening |
|---------------|--|---|----------------------|
| September 14: | Introduction | ---- | The Ad and The Ego |
| September 21: | Advertising Viewpoints; Collaborative Learning | Moriarty: Chapters 1 & 2 Kilbourne: Chapter 1 <i>E/R: Senge</i> Reading Assessment 1 due | Advertising showings |
| September 28: | Advertising and Society; How Advertising Works; Consumerism | Moriarty: Chapters 3-4 Kilbourne: Chapter 2 <i>E/R: Jhally (Image)</i> Analytical paper due | Advertising showings |
| October 5: | The Consumer Audience; Consumer Behavior; Materialism | Moriarty: Chapters 5-6 <i>E/R: Schor, Twitchell</i> Project proposal due | Advertising showings |
| October 12: | Strategic Planning; Gender and Advertising | Moriarty: Chapter 7 Kilbourne: Chapter 6 <i>E/R: Katz</i> Reading Assessment 2 due | Advertising showings |
| October 19: | Creative Strategy and Copywriting; Race & advertising | Moriarty: Chapters 12-13 <i>E/R: Wilson & Gutierrez</i> | Advertising showings |
| October 26: | Design and Production; Media Basics; Political Advertising | Moriarty: Chapters 14 & 8 <i>E/R: Silverblatt</i> Reading Assessment 3 due | Advertising showings |
| November 2: | Broadcast Media; Media Planning & Buying | Moriarty: Chapters 9 & 11 <i>E/R: Bianco</i> | Advertising showings |
| November 9: | Internet and Non-Traditional Media; Sexuality and Advertising | Moriarty: Chapter 10 <i>E/R: Crane, Durham</i> Final Paper Due | Advertising Showings |
| November 16: | Direct Response Marketing; Wrap up | Moriarty: Chapter 15 <i>E/R: Jhally (Apocalypse)</i> Group Presentation | Advertising Showings |
| November 23: | No class | Rewrite of Final paper due | |

Notes: E/R means that readings are available on E Reserves. Instructor reserves the right to move the class schedule back one week to accommodate business travel.