

# Memo

To: Advertising Students  
From: Dr. Smulowitz  
Date: January 30, 2017

Subject: *Syllabus – COMM 330 Advertising Decision Making*

This is an introductory memo for Advertising Decision Making. This document includes an objective for the course, strategies for accomplishing that objective, the method by which you will evaluate the quality of this course, and how you will be evaluated for grading purposes.

## **Course Information:**

The University of Scranton  
Spring 2017

Meets Monday, Wednesday, Friday in classroom LSC 406 from 2-2:50 pm

## **Instructor Contact Information:**

Dr. Smulowitz

St. Thomas Hall, Communication wing 4106

Office: 570-941-4135

E-mail: [stacy.smulowitz@scranton.edu](mailto:stacy.smulowitz@scranton.edu)

Office Hours: Monday 3-5pm, Wednesday 12-1pm, or by appointment or email

## **Required Text:**

Parente, D. E. (2006). *Advertising campaign strategy: A guide to marketing communication plans* (5<sup>th</sup> ed.). Mason, OH: Cengage Learning.

Note: Additional readings will be supplied throughout the course.

## **Recommended Texts and Materials:**

\*Belch, G. & Belch, M. (2008). *Advertising and promotion: An integrated marketing communications perspective* (8<sup>th</sup> ed), McGraw-Hill Irwin: New York, NY.

Bendinger, B., et.al. (2009). *Advertising & the business of brands*. (4<sup>th</sup> ed.). Chicago, IL: The Copy Workshop.

Communication Arts web site <http://www.commartarts.com/>

AAF Smartbrief: <http://www.smartbrief.com/aaf/index.jsp?campaign=hpselect>

Advertising Women of NY (AWNY) <http://www.awny.org>

Alliance for Women in Media <http://www.allwomeninmedia.org/>

Business Week Brand Equity: <http://www.businessweek.com/innovate/brandequity/index.html>

Business Week's Innovation: <http://www.businessweek.com/innovation/>

Brand Channel: <http://www.brandchannel.com/home/>

Hey Whipple Blog <http://www.heywhipple.com/>

Media Post: <http://www.mediapost.com/>

One Show <http://www.oneclub.org/>  
The Copy Workshop Resources <http://www.adbuzz.com>  
The Media Guru <http://www.amic.com/Guru/index.html>

*\*on reserve in library*

*Additional readings will be required throughout the duration of the course.*

### **Prerequisite:**

COMM 225

### **Background:**

As a student in advertising decision making you should strive to understand the problems and opportunities faced by advertising decision makers, as well as the alternative solutions available. This course will discuss the managerial and decision-making processes of advertising and related marketing communication functions.

**WARNING: YOU WILL GAIN HAND'S ON EXPERIENCE IN THIS CLASS!** This class will also prepare a plans book for a real client. As we move through the chapters in the book and develop a greater understanding of the advertising process you will apply those concepts to the client's problem.

### **Instructor Responsibilities:**

- a) Encourage you to think strategically, as well as creatively, about advertising.
- b) Help you examine how advertising managers make decisions.
- c) Help you understand the strategic underpinnings of advertising.

### **Student Responsibilities:**

- a) Become an informed and discerning consumer of advertising messages, being ready in each class to share your observations about advertising.
- b) Read the assigned materials and complete the assignments on time, reflect on them, and share your analysis and insights with the class.
- c) Apply your learning by developing a plans book, deck and pitch.
- d) Attend class.
- e) Abide by University policies on academic conduct.

### **Course Goals:**

The goal of Advertising Decision Making is to understand at a greater capacity than in the introductory course the decisions made when creating a marketing communications-based advertising campaign as well as how to apply those decisions through the preparation of a plans book and deck/pitch to the client which includes relevant media and creative choices as well as methods to evaluate the success of the plan.

### **Course Objectives**

1. As a team and individually be able to use research analysis, strategies and creative techniques to develop a marketing-based advertising campaign.

2. Understand advertising decisions, identify alternative solutions, and develop your own process for evaluating these alternatives to make decisions.
3. Think critically by reflecting on your experiences through a journal throughout the course.
4. Provide constructive criticism to others and receive constructive criticism from others.
5. Evaluate and critique advertising both in writing and in conversation.
6. Understand how an advertising agency functions.
7. Prepare materials and gain knowledge for use in job search and interviewing.

### **Student Learning Outcomes:**

At the end of this advertising decision making course, you should exhibit progress toward mastery in the following activities: be able to analyze the “real world” promotion problem from a real client, determine the best way to counteract this problem, create a marketing-based advertising plans book and 15-minute pitch addressing the research, media, creative and evaluation of the plan and present these results to the client as well as in future job interviews.

### **Advertising class commitment:**

#### **1. COMMITMENT TO EXCELLENCE & PROFESSIONALISM**

**Late work will not be accepted.** Consider this course the ultimate preparation for a job. Rarely are deadlines pushed back – if anything they are pushed up. Assignments not handed in at the beginning of the class period in which they are due will result in a 0. Your instructor may make an exception in cases of severe personal illness or death in the family; also if notified *in advance* due to school related event or activity or personal reason. (Excuses such as technology, transportation, etc. are not the basis for an exception.) Otherwise, I will need a note from the Dean to reschedule an assignment.

**You are accountable for required academic skills.** Students are expected to possess college-level reading comprehension, critical thinking, research, writing, presentation and interpersonal skills. If you determine that you do not possess these skills, *you are responsible for communicating when you need help or resources outside of those offered in class.* Remember, your instructors and academic staff are there to help you find the resources you need.

**Prompt attendance is expected.** If you arrive after role has been taken, you must see the instructor at the end of the class period to be marked present. Students who are chronically tardy will be marked absent. If you fail to take the final exam on or before its scheduled date (without prior special arrangement) you will receive a "0" for the exam.

**Your class. Your responsibility.** If you miss class you are responsible for obtaining notes, assignments, handouts, announcements, etc.

**Be prepared.** Refer to the syllabus at least once a week for deadlines and assignments. Reading assignments are to be completed prior to each class. Papers should be presented directly to the instructor -- placing them under office doors or

in mailboxes increases the risk of loss. All assignments are to be handed in typed, edited, and proof read for spelling, grammar, punctuation, and proper citation.

**Ask questions.** Students are strongly encouraged to consult the instructor to discuss assignments.

## 2. COMMITMENT TO SERVICE

**Effective teamwork will be expected.** The learning environment should provide a business-like approach to getting the job done, so any behavior that would be deemed as inappropriate for the typical work environment will put the student at risk. Examples include disrespect for language, opinions and time, passive-aggressive behavior, and lack of commitment to personal or team success. Additionally, each team member is responsible for the academic integrity of the group.

**Don't disrespect or distract class.** Skipping class without notice, arriving late or leaving early, checking e-mail, instant messaging, social media, using cell phone (including texting) or side conversations are disrespectful and distracting.

## 3. COMMITMENT TO INTEGRITY

**Plagiarism and cheating will be severely penalized.** *Plagiarism is the submission of work, which is not of your own creation.* Plagiarism happens when someone fails to **properly** cite the source of the work, which was not created by him or her. This can occur with intent or by accident. Any violation of the Code will be dealt with according to the rules outlined in the Student Affairs Handbook. Any violation of the course will result in an automatic grade of "F" followed by my formal report to the department chair and the college dean. Students are expected to abide by *Academic Integrity Guidelines* found in *The Code of Student Conduct* of the University of Scranton. Refer to the Code of Honesty in the *Student Handbook* or at [www.scranton.edu/academichonesty.com](http://www.scranton.edu/academichonesty.com) for additional information.

**Material content must be your own.** Students should provide thoughtful and factual information on tests and written assignments. All materials produced for this course must be created/developed during the current semester.

### **Electronics Policy:**

Students **MUST** turn off all electronic devices including phones, iPods and pagers **BEFORE** class begins. If you text or call during class, you will be asked to leave, which will lower your participation grade.

### **Withdrawal:**

The final day to withdraw from this class without a "W" on your permanent record is March 1, 2016. If you feel this class does not work for you, please fill out the appropriate paperwork **BEFORE** this date.

### **Inclement Weather Policy:**

Call the University Severe Weather Hotline at 941-5999: Option 1 for delays, cancellations, and compressed class schedules; Option 2 for campus parking bans. Alternatively, check The University of Scranton web site or arrange for text alerts on your cell. PLEASE use your good judgment and common sense regarding your personal commute conditions. In the unlikely event that I must cancel class and the University of Scranton is open, I will notify the Communication Department (941-6333) as soon as possible. Local radio and television stations also carry announcements regarding the University of Scranton schedule.

### **Students with Disabilities:**

In order to receive appropriate accommodations, **students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current documentation.** Students should contact Mary Ellen Pichiarello (570-941-4039, LSC 580) or Dr. Andrée Catalfamo (570-941-4218, LSC 582E) for an appointment. For more information, please visit [www.scranton.edu/disabilities](http://www.scranton.edu/disabilities). No requirement exists that accommodations be made prior to completion of this approved University process.

### **Civility Policy:**

The University supports an environment of ethnic, religious and cultural diversity. It neither endorses nor tolerates statements, behavior, tokens or insignias that deride or disparage an individual or group because of race, ethnicity, creed or personal lifestyle. In addition, this classroom should be void of all inappropriate behaviors such as packing up early, side discussions, disrespect to instructor and other students, etc.

### **Dress Policy:**

Students should refrain from wearing revealing clothing. No hats should be worn during class. Students are expected to dress professionally when meeting with clients or giving presentations.

### **Resources:**

1. *The UNIVERSITY of SCRANTON WRITING CENTER is an excellent resource.* The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged. To meet with a writing consultant, call (570) 941-6147 to schedule an appointment, or send an email with your available meeting times, the course for which you need assistance, and your phone number to: [writing-center@scranton.edu](mailto:writing-center@scranton.edu). Online appointments are also available - connecting virtually using [Google Docs and Google Talk](#).
2. The Center for Teaching Excellence has peer tutors available to enhance your study time. This free service is available throughout the semester.
3. Refer to the list of readings and resources on Desire To Learn.
4. **I am one of your resources so please contact me at any time to arrange a personal or telephone conference.** Please see me as soon as possible if you are having any difficulties.

## Strategies:

This environment or opportunity for learning will be attained in the following specific ways:

1. *Study of the Text:* We will use *Advertising Campaign Strategy: A Guide to Marketing Communication*, by Parente, D. E. (2006).
2. *Discussions:* Your understanding of advertising will be embellished through the discussions each week. These discussions should not be lecture. These sessions will seek to further define some detail that will be class specific. Some students will find it difficult to translate mere memorization of the material to total understanding; therefore, you will have an opportunity to discuss each concept in detail during our discussion (classroom) sessions.
3. *Homework:* You will have an opportunity to learn by doing. You will submit campaign assignments, a media critique and an agency interview during the semester. They will be due at the beginning of class—no work will be accepted after class starts on the due date.
4. *Publications:* You will have the opportunity to learn what is happening professionally in the field of advertising. It is recommended that you read *AdWeek* and *Advertising Age*. There will be an opportunity to discuss this information each week.
5. *Client Campaign:* You will prepare a professional campaign that will help you learn how to work with others, meet deadlines, and present yourself professionally.
6. *Exam/Quizzes:* You will also have the opportunity to demonstrate your learning in a more traditional academic method of testing. This activity will allow you to express yourself in writing.
7. *Reflection Journal:* You will also have the opportunity to learn by reflection. This activity will allow you to express yourself in writing. In addition, there will be an opportunity in class to discuss your experiences.

It is likely that you will learn in methods other than those outlined above.

## Evaluation:

### *Attendance Policy:*

Class attendance and active participation in discussions and exercises are **mandatory**. Failure to actively participate in all facets of class will negatively impact your participation grade. Grades for projects, quizzes or extra credit earned in class or at a specific day/time cannot be made up at another day/time. (For example, if you miss a quiz given in a class because of an absence, the quiz cannot be taken at another time.) Missing more than three (3) classes **will lower a final grade one step for each absence beyond three. (For example, a fourth miss will reduce the course grade from a B to a B- and so on.)**

*\*No need to contact me prior to class to discuss your absence. Although due to the time sensitive nature of this course please be considerate of your group goals and deadlines. Contact your group members as needed.*

### *Grading Policy:*

- Review assignment due dates on the schedule and instructions included on the assignment. Ask questions!
- Prepare your assignments on a computer, printed on 8 1/2" x 11" white paper, and proofread unless otherwise stated.
- Submit each assignment in memorandum form. That memorandum should follow the format of this document. Also see the "Memo on Memo's." Please use a header with your name or number, team name (when applicable), exercise number and name, draft number,

and date on the left side of the paper.

<b>INDIVIDUAL EXAMPLE:</b>	<b>TEAM EXAMPLE:</b>
TO: Dr. Smulowitz FROM: Polly Prepared DATE: October 5, 2017 Subject: Ch. 5 Assignment, Agency Brand	TO: Dr. Smulowitz FROM: Jennifer Jones, Sally Smith, Al Aloft DATE: October 5, 2017 Subject: Team 3 Assignment, SWOT, Draft 1

- Include provided rubric with your assignments.
- Assignments are late if not turned in at the beginning of class. Late assignments will be critiqued but will earn a grade of "0" points. The only exception is the first late assignment which will be graded, but will not be eligible for a revision to earn additional points.
- Graded assignments can be revised and resubmitted for a better grade once and within a week after receiving the initial grade. Please staple the original, graded assignment to the revision and mark the revised copy with a new draft number.
- If you have more than three late assignments you will be required to complete an action plan by answering the following questions: what's the problem; what's causing the problem (list all the factors); what plan will you use to solve the problem?

<b>Evaluative Mechanism</b>	<b>Points</b>
Self-Directed Work Team Campaign	30 (includes 5 points peer evaluation)
Midterm Exam	15
Consumer Insight Assignments	10
Journal	10
Professional Speaker Series	15
Media Critique	10
Quizzes/Entrance/Exit Slips	5
Ad Agency Interview	5
<b>TOTAL</b>	<b>100 *</b>

*\* Final grade can be affected by constant tardiness, absences, and other disturbances of class.*

**Final Grades** (point scale)

A	95-100 – Excellent/Outstanding Work
A-	90-94 – Great Work
B+	87-89 – Good Plus Work
B	84-86 – Good Work
B-	80-83 – Better Than Satisfactory Work
C+	77-79 – Satisfactory Work
C	74-76 – Better Than Below Average Work
C-	71-73 – Just Below Average Work
D+	65-70 – Below Average Work
D	60-65 – Just Above Failing Work
F	0-60 – Work is Below Minimum Standards

You will evaluate me first at mid-semester and then, again, late in the semester. I expect everyone to participate in order to allow me the learning opportunity to make this a better class in the future. We will discuss how to make it a better class, and we will fill out the traditional teacher evaluation forms.

### **Class Procedures:**

- My e-mail address is <stacy.smulowitz@scranton.edu> and it is the best way to reach me. If you do not use your U of S account, please make arrangements to check it on a regular basis - at least three times a week. Please be professional in all e-mail correspondence. Do not use texting shorthand. Do not begin your e-mail with "Hey," rather use "Dear Dr. Smulowitz" or some other formal means. If you choose to break this rule, my reply will ask you to resend your e-mail in an appropriate manner. Industry professionals do not give jobs to applicants who do not understand that email is formal correspondence.
- To follow the procedure for entering the classroom, please do the following:
  - A. The clock does not start the class.
  - B. I don't start the class.
  - C. YOU start the class!
  - D. Go quietly to my desk and place your Intelligent Question in a neat pile and pick up your work, if necessary or get your book opened and homework ready.
- To follow the procedure for turning in papers, please do the following:
  - A. When I request the papers, please pass your papers from your left to the right and all the way to the end of the row.
  - B. Those students sitting at the last seat on the row will organize the papers neatly and then pass the papers in a neat pile to me.
- To follow the procedure for class dismissal, please do the following:
  - A. The clock does not dismiss the class.
  - B. I dismiss the class. As such I do my best to have you out on-time!
  - C. Remain in your seat without packing up your belongings. This will ensure you hear all instructions you need to make you successful with your work.
- When I stand in the front of the class with my hand raised into the air please do the following:
  - A. Freeze.
  - B. Turn and face me; pay attention and keep your eyes on me.
  - C. Be ready for instruction. I will have something to say that is important to your work.

### **Disclaimer:**

The course may change based on the speed that a given class can advance or on my judgment that an alternate method may either allow learning at the current or at an advanced rate.

### **Instructor:**

I spent fifteen years in the in-house advertising, marketing, and communications business. I have worked for Morgan Co. (a manufacturer of truck bodies), Lebanon Family Health Services, Summit Manufacturing (a manufacturer of tubular steel poles), A. Rifkin Co. (a manufacturer of



security products), InterMetro Industries (a manufacturer of storage products), Wilkes University, Misericordia University and The University of Scranton. My last professional title was Product Manager at InterMetro Industries. I was responsible for all marketing, advertising, and communication about the products in my market segments of the food service industry. I am a past President, past Sr. Delegate, past Accreditation Coach, and accredited by IABC, and am a member of the Lehigh Valley, PA chapter. I am a consultant in the advertising, marketing, and communication business and an academic member of the AAF and IABC.

On the academic side I have co-authored two books and one workbook. One book and workbook are about assessment in communication programs and the other book is about assessment in higher education. I have also co-authored several journal articles on assessment, culture, organizational change and virtual teams. Over the past few years I have spoken nationally and/or internationally on the following topics: assessment, citation behavior, course management systems, leadership, organizational change, service learning, and virtual teams. In addition, I am a conference paper reviewer for AEJMC student division, EAM management division, NCA divisions of applied communication, organizational communication, training and communication as social construction, ECA divisions of applied communication and organizational communication. I also serve as journal reviewer for Leadership and Organizational Development Journal, Management Communication Quarterly, Measuring Business Excellence and Organization Design Journal.

### **Conclusion:**

I trust that all will go well this term. If you have any questions or comments about this document please see me or bring it up for discussion in class.

**References:** Portions of this syllabus are adapted or copied from the following approved individuals: Anderson, B; Avery, J.; Batory, A.; Bendinger, B., et. al.; Johar, G.; Henley, T. K.; Kelly, J.; Kinney, B.; Mohammed, S.; Nilson, L.; Pavlick, K.; The Copy Workshop; Wong, H. K; Wong, R. T.

## Evaluative Mechanisms

- Assignments are expected to be turned in at the beginning of class on the scheduled due date.
- Assignments (including creative executions) are to be handed in typed (except for TV storyboards) and proofread. Keep copies of all your work.

### Overall Advertising Track Format

1. What is the problem the client is asking us to solve in the RFP?
2. What can advertising do to help solve this problem?
  - i. What problem does the target audience have with our brand?
  - ii. Who is this target and why do they have this problem?
  - iii. How is our competition solving this problem?
3. What is our advertising solution (objective)?
4. How will we achieve our solution?
  - i. Strategies and tactics
  - ii. Media placement
5. What will it take to achieve our solution?
  - i. Time schedule
  - ii. Budget
6. How will we know if we succeed (evaluation)?

### Self-Directed Work Team Campaign (Team Exercises, Plans Book, Deck & Pitch)

*Outcomes Met #1, 2, 4, 5, 7*

**PURPOSE:** The purpose of the campaign plans book, deck and pitch with your self-directed work team is to help you develop your own process for evaluating alternative solutions used to make advertising decisions. In addition, you will gain experience working on a real promotion problem as an agency team member. You will have the opportunity to enhance your conceptual and practical skills through oral and written communication. The experience *should be* exciting, frustrating, fun, difficult, and an excellent learning adventure.

**BENEFITS TO YOUR FUTURE:** The benefits of producing a plans book, deck and pitch in a self-directed work team include the following: participating in a hands-on activity where students interact with materials to learn the process of a marketing-based advertising campaign; learning to work together as a team to critically solve problems, share responsibilities, be successful, and have a product suitable for use in internship or job interviews.

**ASSIGNMENT:** Create a plans book, deck and pitch with your small group. Details will be provided in class. Includes 5 points for peer evaluation. (Failure to turn in all peer and self-evaluations will result in a **35 pt loss** towards your total semester points.)

## **Midterm Exam**

*Outcomes Met # 1, 2, 5*

**PURPOSE:** The purpose of the midterm exam is to assess your knowledge during the semester.

**BENEFITS TO YOUR FUTURE:** The benefits of taking a midterm exam include the opportunity to express your understanding of the material in writing as well as providing you the ability to demonstrate your cumulative learning throughout the current course as well as the introductory course.

**ASSIGNMENT:** The exams will include material presented and discussed in class, as well as material covered in the textbook.

## **Consumer Insight Assignments**

*Outcomes Met #1, 2*

**PURPOSE:** The purpose of the consumer insight assignments is to provide you with an opportunity to examine why consumers behave as they do. First you will examine your own consumer behavior. Next you will use your own experiences to better understand consumer behavior for your campaign client.

**BENEFITS TO YOUR FUTURE:** The consumer insight assignments allow for a deeper understanding of your target audience to inform your campaign strategies.

**ASSIGNMENT:** Details will be provided in class.

## **Reflection Journal**

*Outcomes Met #3*

**PURPOSE:** The purpose of the reflection journal is to provide you with an opportunity to examine and reexamine what you think you know. It is both retrospective and prospective in that it should answer the question, “How do I use what I’ve learned from my experiences to go forward”?

**BENEFITS TO YOUR FUTURE:** The benefits of a reflection journal include the following: allows for self-reflection about your activities and a deeper understanding of your accomplishments as well as areas of improvement.

**ASSIGNMENT:** Every month you will blog a journal entry that answers the following questions:

- What did you do? What did you experience?
- So what?
- What’s next?

See p. 14 for the reflection journal grading rubric.

## **Professional Speaker Series**

*Dates TBA*

*Outcomes Met #6*

**PURPOSE:** The purpose of the *Professional Speaker Series* is to provide you with an opportunity to interact with advertising professionals.

**BENEFITS TO YOUR FUTURE:** The benefits of participating in the *Professional Speaker Series* include the following: allow students greater clarity on the advertising track at the University of Scranton and how it fits with the "real world," provides networking and preparation for the job hunt.

**ASSIGNMENT:** Attend, ask at least one question and answer the following in a memo:

- What the most valuable thing you learned about the advertising industry?
- What's the most valuable thing you learned during the program?
- What did you like the most about the program?
- What did you like the least about the program?
- What would you change about the program?

## **Media Critique**

*Outcome Met #5*

**PURPOSE:** The purpose of the Media Critique is to provide you with an opportunity to share your understanding of an advertising creative with the class.

**BENEFITS TO YOUR FUTURE:** The benefits of presenting an advertising creative includes the opportunity for you to turn your knowledge of advertising strategy and execution into understanding, as well as providing you with an opportunity to explain this understanding to others in the format of a formal presentation.

**ASSIGNMENT:** Details will be provided in class.

If you have any questions or comments, on this or any other assignment, please be sure to make them in class to help everyone understand the assignment.

## **IRB Submission**

*Assist Your Learning Outcomes*

**PURPOSE:** The purpose of the IRB Certification is to provide you with clearances to conduct research as a part of an academic institution.

**BENEFITS TO YOUR FUTURE:** The benefits of becoming IRB certified include the following: allows students to participate in the research portion of the campaign, provides students with an understanding of ethical research standards.

**ASSIGNMENT:** Participate in and pass training with at least an 80%. You cannot participate in the client campaign if you do not pass the certification. Print out and turn in the last page of the IRB Training course. Access the training: (choose Group 1: Social/Behavioral research link) <http://www.scranton.edu/academics/provost/research/sub%20pages/irb-training.shtml>

## **Advertising Agency Interview**

*Outcomes Met #6, 7*

**PURPOSE:** The purpose of this assignment is to give you the opportunity to develop your job hunt skills and to learn more in-depth about one functional unit of an advertising agency.

**BENEFITS TO YOUR FUTURE:** The benefits of researching advertising agencies and positions include the opportunity to learn more about the role and responsibilities of the agency representative on a day-to-day basis as well as exploring your own interests. Hopefully this assignment will help you narrow down your desired career option and develop your job hunt skills.

**ASSIGNMENT:** This requests that you begin to think about what you want to be when you graduate from the University of Scranton. You will need to choose an advertising agency (many types are available including full-service, creative, research, boutiques, media, small, large, etc.). You should feel that agency is potentially ideal for your career aspirations.

Contact the agency and schedule an interview with someone who holds a position similar to your career interests (account executive, account planner, researcher, media, creative).

Write a review that answers the following five questions, plus one question of your own:

1. How did you get started with your career?
2. One of the objectives of my class is to understand how an advertising agency functions. Can you please explain to me how your agency operates and where your position fits in?
3. What are some of the key processes that are used and decisions that are made when developing an advertising campaign?
4. What are three key skills I should have to apply for a job such as yours?
5. What are the types of examples I should include in my portfolio? Do you prefer a hard copy or online portfolio?
6. Add one question of your own here!

## **Quizzes/Entrance and Exit Slips**

*Outcomes Met #1, 2, 3*

**PURPOSE:** The purpose of the quizzes/entrance slips is a way for you to demonstrate your learning and comprehension of material throughout the semester.

**BENEFITS TO YOUR FUTURE:** The benefits of quizzes/exit slips are to show that you can be responsible for your learning, your achievement and your ability to perform.

**ASSIGNMENT:** Most class periods will begin and end with an entrance slip or quiz. The entrance slip or quiz will be provided by the instructor and will include 3-5 questions asking your learning and comprehension from previous assignments and reading. The exit slip will be provided by the instructor and will include 3-5 questions asking your learning and comprehension from the day's work.

## Grading Rubric for Reflection Journals

Levels	Criteria
Reflective practitioner	<p><b>Clarity:</b> The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.</p> <p><b>Relevance:</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><b>Analysis:</b> The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts. Analysis has both breadth (incorporation of multiple perspectives) and depth (premises and claims supported by evidence).</p> <p><b>Interconnections:</b> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><b>Self-criticism:</b> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.</p>
Aware practitioner	<p><b>Clarity:</b> Minor, infrequent lapses in clarity and accuracy.</p> <p><b>Relevance:</b> The learning experience being reflected upon is relevant and meaningful to student and course learning goals.</p> <p><b>Analysis:</b> The reflection demonstrates student attempts to analyze the experience but analysis lacks depth and breadth.</p> <p><b>Interconnections:</b> The reflection demonstrates connections between the experience and material from other courses; past experience; and/or personal goals.</p> <p><b>Self-criticism:</b> The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.</p>
Reflection novice	<p><b>Clarity:</b> There are frequent lapses in clarity and accuracy.</p> <p><b>Relevance:</b> Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.</p> <p><b>Analysis:</b> Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth and breadth of analysis.</p> <p><b>Interconnections:</b> There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.</p> <p><b>Self-criticism:</b> There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.</p>
Unacceptable	<p><b>Clarity:</b> Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.</p> <p><b>Relevance:</b> Most of the reflection is irrelevant to student and/or course learning goals.</p> <p><b>Analysis:</b> Reflection does not move beyond description of the learning experience(s).</p> <p><b>Interconnection:</b> No attempt to demonstrate connections to previous learning or experience.</p> <p><b>Self-criticism:</b> Not attempt at self-criticism.</p>

# Peer Evaluation Form

*Evaluation Completed by:*

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Use the following scale to rate your peers and yourself:

- |                  |                       |
|------------------|-----------------------|
| 5= superior      | 2= below average      |
| 4= above average | 1= weak contributions |
| 3= average       | 0= no contribution    |

## Evaluation Measures & Team Members

	<i>Ex. Victoria</i>					
Attended all group meetings	5					
Participated in group meetings and discussions	5					
Completed quality portion of work prior to team	5					
Made quality contributions to group meetings	5					
Contributed to focus and tasks to be completed for project submission	5					
<b>TOTAL POINTS (0-25)</b>	<b>25</b>					

Overall Evaluation of our Advertising Campaign \_\_\_\_\_

- |                       |                     |               |
|-----------------------|---------------------|---------------|
| Scale: 4.0 = superior | 2.5 = above average | 1.0 = passing |
| 3.5 = very good       | 2.0 = average       | 0 = we failed |
| 3.0 = good            | 1.5 below average   |               |

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## Personal Profile Form

So I can learn more about you (a member of my target market!), please answer the following questions:

1. What is your educational background?
  
2. Have you ever worked in any of the following industries? (Check yes or no.) If so, in what capacity? (If you need more space, you can use the other side of this form.)

*(please check one)*

Industry	Yes?	No?	If yes, describe (what job/product/brands?)
Advertising			
Public Relations			
Direct Marketing			
Interactive Marketing			
Personal Selling			
Media			
Marketing			
Consulting			

3. Have you taken an advertising or communications course before?
  
4. What do you hope to get out of this course?
  
5. What would you like to be doing in your career 3 years from now?
  
6. What other marketing electives have you completed already?
  
7. What other communication electives have you completed already?
  
8. Are you taking other marketing courses this semester? If yes, which ones?
  
9. Are you taking other communication courses this semester? If yes, which ones?
  
10. When it comes to working in groups, what is your greatest strength and what is your greatest weakness?

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**COMMITTMENT STATEMENT**  
**For**  
**Advertising**

On (date) \_\_\_\_\_ a course syllabus for Advertising Decision Making was given to me. The instructor reviewed the syllabus with me and I acknowledge that I have read the document. I further state that I understand all the requirements as spelled out and agree to follow the syllabus as published here. I realize that it is my responsibility to meet deadlines as indicated by the instructor.

\_\_\_\_\_  
student signature

Received by instructor on (date) \_\_\_\_\_

\_\_\_\_\_  
instructor signature