

College of St. Scholastica
Department of Communication and Theatre Arts

CTA 4400 Advertising
Fall Semester 2006

Credits: 4

Class Meeting/Location: M, W, F 9:15-10:20, Tower Hall 4115

Instructor: Julie Ahasay (pronounced Ace-ee. Feel free to call me Julie.)

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Office: Tower 3126

Office Phone: 6618

Home Phone: 724.2402 (Please feel free to call me at home.)

Office Hours: Tuesdays 2:30-3:30 p.m.

Wednesdays 1-2:30 p.m.

If these times don't work for you, please see me, send an email or call to set up another time for an appointment.

Text: **Creative Strategy in Advertising**, A. Jerome Jewler,
Wadsworth Publishing Company, 2004

Course Description: What do advertising professionals need to know?

There are several demands an employer will make upon you in your career as an advertising professional:

1. Your employer will demand excellence. Your work needs to be on time, complete, and in finished, proofed condition. It must be presented with flair and confidence. You will be expected to respond quickly to clients' demands and to their whims as well.
2. Your employer will demand creativity matched with a clear sense of who your audience is. That is, audience analysis, market analysis, narrow-casting and communication theories concerning group behavior and persuasion—the subjects you've been studying prior to this class—are important and applicable to your work in this class. Your creativity in putting together copy and working with designers to develop accompanying visuals also applies.
3. You will be expected to continually develop communication skills current with today's technology. You must anticipate and research information technology advances to estimate what they can do for your organization. You must continually update your communication technology skills. You must have thought of which of the various types of media should be used to send which types of messages. You should be curious about all new communication technologies and methods.
4. Advertising professionals must also be ready to respond to any crisis or opportunity. What marketplace or societal shifts could occur that would present great opportunities or threats?
5. You will be expected to perform your work within an ethical framework. You must learn to concern yourself with what is good for your client and your industry as well as the public good.

Course Content: Students will explore creative advertising strategy and audience analysis and develop advertising messages for print, broadcast media, Internet, direct mail, and outdoor media.

Students will have a variety of daily assignments that require analysis of advertising in a variety of media. **You will be expected to be prepared to discuss these assignments in class in a thoughtful, thorough manner. When you are asked to write advertising messages, be sure you are prepared to present them to your classmates and instructor.**

Visiting professionals from the advertising industry will offer their experiences and expertise in classroom visits. You will also shadow an advertising professional to learn more about the work they do.

Students will work in teams of two or three to develop a fully integrated advertising campaign for a self-selected client. The client may be a “real world” company or organization (this is my preference) or may be chosen from ideas presented in the textbook’s appendix. The final project work will be presented to classmates, instructor, advertising professional guests and if possible, the client, in a competitive campaign pitch.

Course Objectives:

In this course, you will learn to:

1. Apply course material to improve critical and creative thinking, problem-solving, and decision-making in advertising.
2. Develop your creative capacities in writing, designing, and presenting your ideas.
3. Further develop your oral presentation abilities.
4. Consider the ethical challenges in the advertising industry.

Evaluation: Students will be evaluated on the quality of written work, the ability to orally communicate creative concepts and strategy, and test and quiz scores.

Coursework will be weighed as follows:

Tests: 20%

Daily Grades: 25%. Average of writing assignments, project work assignments, and small daily grades/pop quizzes, etc.

Shadow Paper: 10%. You will spend one half or full day with an advertising professional and write a 4-5 page response paper about the experience.

Advertising Ethics Response Paper: 10%. You will research and respond to material about an ethical issue in advertising.

Final Advertising Project: 35%

Grades will be assigned in the following manner. **Remember that they represent an evaluation, not a reward.**

- **A**—Outstanding work, significant mastery of the material, combined with originality.
- **B**—A solid command of the material with a few gaps or mistakes in a basically sound discussion or presentation.
- **C**—Some knowledge of the material; some mistakes and confusion are acceptable if mixed with understanding. Not a reward for attendance or effort.
- **D**—An incomplete and minimal knowledge of the material with substantial confusion and errors.
- **F**—A failure to present the material in a reasonably accurate and comprehensible manner.
- **I**—There are no “incompletes” given in this course except in cases of bona fide and documented instances in accordance with College policies.

Grading Scale

100 - 94 = A	76 - 74 = C
93 - 90 = A-	73 - 70 = C-
89 - 87 = B+	69 - 67 = D+
86 - 84 = B	66 - 64 = D
83 - 80 = B-	63 - 60 = D-
79 - 77 = C+	59 = F

Course Policies

Attendance

Please let me know prior to any planned absences so we can make proper arrangements for the missed course work. **There will be a correlation between attendance and the final course grade.**

Timeliness and Quality of Work

In keeping with the professional standards of the advertising industry, your work **MUST BE HANDED IN ON TIME**. Late work will not be accepted. All assignments must be word-processed and must be punctuated correctly, spelled correctly and be grammatically correct as well. Expect to have work returned for rewrites.

Incomplete (I) Grades

An incomplete grade will only be given in extreme cases. Students must make such a request to me before the last week of class. Both the student and I must agree upon a date for completion of the course requirements at the time of the request.

Academic Honesty

This class follows the College of St. Scholastica Policy on Academic Honesty follows: *“Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Plagiarism and other academic dishonesty, including falsification of data, will result, at a minimum, failure of the assignment or test, and the maximum penalty shall be failure of the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty, and the Dean of Faculty or the Dean of Students may exclude such a student from extracurricular activities or expel him or her from the College, even on the first instance of academic dishonesty.”*

Work handed in should be the work of only the student. **Minimal supportive proofreading by others is allowed and encouraged.**

Students With Disabilities

Students with disabilities, physical or learning, are entitled to appropriate accommodations. It is the student’s responsibility to notify the Access Center far enough in advance to allow a reasonable amount of time to approve of and provide the accommodation. Contact Heather Angelle. Her office is in Tower Hall 2144, extension 6645.

And finally, some thoughts on **Classroom Civility**

This classroom is a place where important business is conducted; therefore there are certain basic standards of classroom civility that should be adhered to, particularly in a communication course. Civility does not eliminate appropriate humor, enjoyment or other features of a comfortable and pleasant classroom community. Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community, both your instructor and your fellow students.
2. Attentiveness to and participation in discussions, group activities and other classroom presentations and exercises.
3. Being an attentive and supportive audience member for fellow students as they speak in class and make formal presentations.
4. Avoidance of unnecessary disruptions during class such as private conversations and doing work for other classes.
5. Turning off pagers and cell phones.
6. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

These features of classroom civility are by no means a comprehensive list. Rather, they represent the minimal sort of behaviors that help to make the classroom a pleasant place for all concerned.