

Journalism
4200 Course Description

What will you learn in J4200?



Everyday we are exposed to thousands of media messages. Do you know how advertising and public relations campaigns affect you? How do persuasive messages affect you, your friends and family, the economy, and society as a whole? Good news... J4200 will help you answer these and many other questions regarding the effects of advertising on society and our well-being. Principles of Strategic Communication provides by affording you with learning experiences that will allow you to gain a better understanding (and appreciation) about what strategic communication and advertising is, what it is not what it can be, how it works, along with a basic knowledge about the environmental constraints and legal regulations. You will even see how advertising has evolved over the last 1,000 years and how it has become the most effective and efficient tool used in the marketing industry. J4200 Principles of Strategic Communication is a survey course that aims to provide a solid foundation of the advertising and public relations industry. The course is designed to help beginning journalism and communication students know and understand why and how strategic communication works. Even if you are not a journalism major, taking J4200 equips all students with the tools and knowledge needed to make the best possible advertising, public relations and marketing decisions.

Teaching Objectives

The focus of this course, therefore, is to enhance understanding of and appreciation for the practice and development of strategic communication campaigns. The main teaching goal of the course is to provide students with information and learning experiences that increase knowledge of the methods, policies, and practices used in advertising, direct marketing, sales promotions, and public relations. The list below briefly reviews my other teaching objectives for J4200:

- 1)** Develop and enhance strategic thinking and critical thinking skills. In this course you will be asked to complete several experiential projects and assignments. The purpose of these experiential assignments is to motivate you to participate in the learning process. In this course, I expect all students to actively participate and learn more about important topics or issues by participating in verbal discussions during class lectures, participate in small group activities and discussions, and engage in other activities or complete assignments outside of the class room in order to help stimulate strategic, independent, critical thinking. These activities, you will learn will help facilitate your decision-making and creative problem-solving skills.
- 2)** Understand how advertising fits within the broader disciplines of business and marketing. During the next few weeks, marketing students as well as journalism students will learn how advertising relates to other professional careers and disciplines within as well as outside of the field of mass communication.

- 3) Discover what advertising people do and how they do it. Students will learn about various career opportunities in and outside of the advertising agency.
- 4) Appreciate (and tolerate) the artistic creativity and technical expertise used in many campaigns.

Basically, J4200 provides a bird's eye view of the advertising field for students interested in learning about advertising, but who probably will take only one course in advertising and J4200 is that one course. BE WARNED: This course is not an easy course nor was it designed to be an easy "A" class. Because J4200 is an introductory survey course designed to introduce you to all the persuasive "tools" used in planning advertising strategies and campaigns, there is a plethora of "detail-specific" information, concepts, and issues for you to absorb and comprehend. You will find that to succeed in J4200, you must be motivated to learn the material and willing to work very hard in order to succeed just as you would "in the real world."

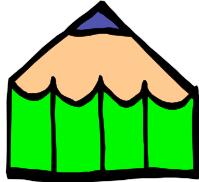
J4200 Study Habits and Learning

Often, students like to know what they can anticipate from a course and the instructor. The following list should provide you with a basic idea of what you might look forward to in the next 14 – 15 weeks.

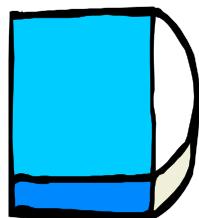
- Extensive reading and time outside of class completing reading and other assignments
- To spend approximately 4 – 6 hours per week outside of class on homework and other assignments.
- Difficult and challenging projects and exams. You may feel like you've studied your heart out... you **should** feel that way. You may even feel like you have invested a extraordinary amount of time to completing projects and studying for exams. Time invested into studying and preparation does not equal or mean instant A!!! So, please don't say, "I spent a lot of time on the project and felt like I should get an A." To be prepared for one of my exams, students typically re-write lecture notes, read the chapters before coming to class, think of examples of the concepts independently, complete review sheets, participate in lecture discussions, ask questions, visit the J4200 web site and instructor regularly, attend review sessions, and meet with the instructor early in the semester before problems get worse or arise (more students meet with me even before problems arise).
- A chance to enhance your creative, independent thinking skills. From time to time, I will leave a lot of room for you to "add your own thoughts and opinions." I purposely leave a lot for you to "work out" on your own. Please know that in order to tap into your creative potential and encourage you to think creatively, I leave a lot of details up to you and your imagination. This is done so that you are and will be prepared to work "in the real world." Today, supervisors and managers expect professional behavior and for qualified candidates to think independently (without a lot of instruction) and to be able to think creatively and strategically.



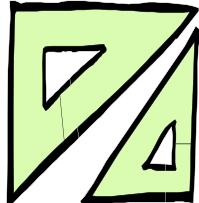
Tips to help you succeed



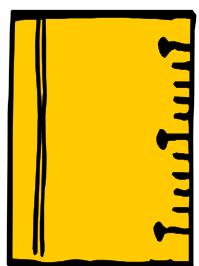
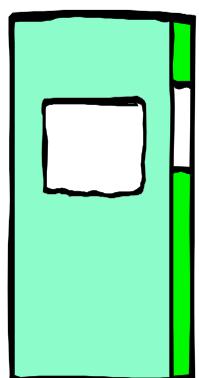
- 1) Be prompt for and attend class lectures regularly.
- 2) Engage in active class participation (i.e., willingness to participate in class activities, prompt and consistent attendance, willingness to ask and answer questions during class lecture, etc)



- 3) Read the textbook and chapter readings when they are assigned. Students who want to do well should also complete the “for discussion and review” questions at the end of every chapter.
- 4) Check the J4200 blackboard course web site regularly for announcements from the TA or instructor



- 5) Adhere to course syllabus and policies.
- 6) Submit assignments and projects on or before deadlines
- 7) Study for exams on a regular (weekly) basis
- 8) Visit or e-mail instructor about areas of concern or about unclear concepts, issues or discrepancies in and misunderstandings presented in lecture.
- 9) Do not memorize definitions or concepts. Think of situations and current examples.
- 10) Watch and critique TV commercials and print advertisements regularly in order to apply course material and learn important advertising concepts.
- 11) Don't take the class lightly or assume that you (not anybody else) can violate rules and/or ask for exceptions to the rules.
- 12) Know and understand that each test is hard and will challenge you to apply the concepts, not just respond to facts and/or dates.



Remember: In order to be successful at anything, you must first be motivated to try. And, in this course, that means that I expect for you to spend approximately 5 hours outside of the classroom reading (and re-reading) chapter assignments, completing homework assignments, and engaging in other activities and tasks. Six hours may seem like a lot of time to you and may even make me appear demanding, but here's the rule: for every credit hour, students must and should devote approximately 2 hours assignments, prepare for exams, and read.



About the J4200 Instructor

Dr. Frisby graduated from Lincoln East High School, (Lincoln, Nebraska) and began her undergraduate studies in elementary education at the University of Nebraska-Lincoln. Later, she moved to Gainesville, Fla., where she began her career. She has worked at Nationwide Insurance, where she served in various job titles: working as a coder, an underwriter, and as the executive director of the Employee Credit Union. While at Nationwide, Dr. Frisby enjoyed working as the activities/public relations' director. And, in addition to that, she has experience in radio. Dr. Frisby served as an on-air personality, and acted as the public service director and media sales representative at a local radio station in Gainesville, FL. She sold advertising time, and created, produced, and directed many retail advertising campaigns and commercials for local clients. Dr. Frisby has also dabbled in various other areas such as retail sales, management and human resources. She worked briefly as a human resources administrator for an innovative and growing software developer. Her main responsibilities

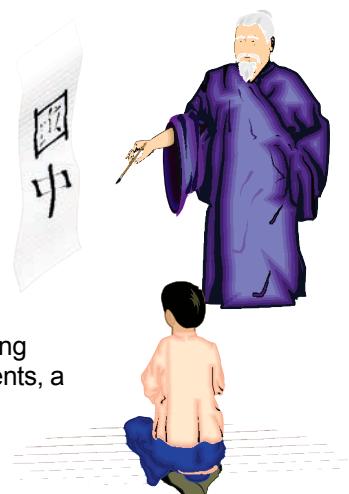
concerned reviewing resumes, creating and publishing a company newsletter; writing press releases and setting up trade shows or displays that could be used to recruit top candidates.

Dr. Frisby obtained her Masters degree and Ph.D. from the University of Florida. She has taught Advertising Principles since 1992 and has enjoyed teaching other courses like "Intro to Advertising Sales," "Media planning," "Retail Sales," "Advertising Copy and Visualization," and "Psychology of Advertising." Her research interests are in the area of market research, media use and consumer behavior and focuses on defining the viewing habits and behaviors of specific markets. It is her desire to develop, refine, and evaluate advertising messages in order to gain an understanding of how certain messages and appeals affect a consumer's sense of self and self-worth.



Dr. Frisby's Teaching Philosophy

Effective teaching is an art. Why do I feel that way? Because to me, teaching or effective teaching is a skill that can be improved on and maybe even perfected. To me, good teaching is a blend of positive attitude, knowledge, motivation, and a concern for students, enthusiasm in and about the course content and topics, as well as diversity in teaching techniques. In short, my philosophy on good teaching revolves around three major components: mature and responsible students, a positive learning environment, and an enthusiastic teaching style.



Nature Students

College students, in my opinion, are not customers, or entitled to their education, and teachers are not here to serve or please students. I do not believe that college students should be treated or perceived as customers nor should they be taught in an environment that breeds the ethic "the customer is always right."

In my class, a student is treated as an adult and as a team player. I have adopted an open door policy. Students are free to discuss issues and problems as they arise with me and receive my honest, objective opinions. My syllabus clearly communicates my concern for students and invites them to take advantage of my open door policy. Students in my courses are able to communicate with me via email, by calling me at my home and/or office phone number, or through my personal and/or course web sites.

The Learning Environment

Students enrolled in my classes are afforded with several learning opportunities that allow them to channel their energies in productive ways—ways that enhance, encourage and stimulate application of important advertising concepts as well as critical and independent thinking skills and abilities. To stimulate strategic and critical thinking skills, the learning environment in J4200 allows students to work on projects and activities outside of the classroom. The purpose of these assignments is to stimulate students to learn and apply course concepts and material to everyday advertising situations and campaigns. Students are furnished with a variety of duties and projects that ultimately result in a feeling of self-satisfaction and accomplishment. In a large lecture environment, students not only lack motivation, but also can lack initiative and tend to hide in the security of anonymity. Not in J4200! Good teachers, should, in my opinion, in any environment be it large lecture, labs, or small discussion seminar courses, strive to create a learning atmosphere that motivates students to attend and participate in class discussions. A good teacher encourages students to actively contribute to and take personal responsibility in the learning process. Students



in my courses are provided with such a learning environment.

Teaching Style

I try my best to provide a learning environment that gives students an opportunity to enhance critical thinking skills by working on a variety of assignments, activities, and projects. I do believe that all students in my classes, from the resistant to the most accomplished ones, can gain and walk away with something: be it a better understanding of a particular concept, enhanced skills, or an increase in self-confidence. What is most important to me is that my students leave my course feeling inspired, confident, and encouraged.



A good teacher should treat all students with respect. Many of my students describe me as a teacher "unlike any other." Students often describe me as a teacher who raises the level of student performance very high, so high that students feel they are challenged and motivated to learn and not frustrated or irritated because the goals are "attainable." The students in my classes oftentimes feel encouraged to achieve goals and levels of learning that they would have otherwise not have achieved if it were not for my high standards...that means a lot to me! I believe that an effective teacher is not and should not be concerned with popularity or high student liking/teacher ratings. A good teacher, the one I inspire to be one day, is a person who is primarily concerned about student learning, and helping students reach their academic and career goals.

I work hard to be a teacher that challenges, encourages, and inspires students to learn in every way possible and make the most of their college learning experiences.

COURSE POLICIES

IGNORANCE OF THE LAW IS NO EXCUSE!

Please read and refer to these course policies throughout the semester.

CLASS ATTENDANCE

Students are expected to attend all scheduled class sessions. A student who does not complete work because of an absence from class is responsible for making up that work. It is assumed that you are here to learn and that you want to learn. For some reason or another, a lot of students choose to "skip" lecture. In this class, however, skipping is not a wise choice, as many quiz and exam questions will come directly from lectures, videos, guest speakers, and other activities. I assign various points on the basis of your class participation and unexcused absences can severely affect your class participation grade, and ultimately your course grade. You should be aware that students who attend class lectures regularly also tend to make better (higher) grades.

To be able to successfully complete this course, you MUST attend classes regularly. From time-to-time, I will take attendance in the form of small group discussions and other in-class activities. This means that your attendance and participation will be assessed in the form of your level of participation in and during lectures and pop or announced quizzes and short-essay answers. Your regular and consistent attendance is a MUST. I will not and cannot allow make-up assignments or class participation activities.

You are also responsible for any and all lecture information and materials presented in your absence. If handouts were provided and you did not get one... there may or may not be extras. Ask a friend or fellow J4200'ite to provide a copy for you. NOT THE INSTRUCTOR. The only people I make exceptions to this rule for are those who have excused absences and had their absence approved by me PRIOR to class. BTW: Calling in sick, (calling me just before class starts) so to speak is not an excused absence, but does help

me in assessing your performance at the end of the course.

NOTE: According to university policy, students may be dropped from a course due to excessive absences. A student who misses 12 or lectures will be dropped from the course immediately.

Here's an excerpt taken from the University Faculty Manual regarding student absences:

Students are expected to attend all scheduled class sessions. A student who does not complete assigned academic work because of absence from class is responsible for making up that work in accordance with instructions provided by the faculty member. Divisional or departmental faculty, the course director, or the instructor may establish attendance standards and will determine whether a student will be permitted to make up work missed as a result of absence(s). There will be no "Dean's Excuse" or "Official Absence." However, a student, who is also a member of a national guard, Federal Emergency Management Agency or military reserve unit and is called to active duty while the University is in session, will be permitted to make up work missed as a result of such absences for up to two weeks of absences, provided that to do so does not require the instructor to engage in individualized tutorial work with the student.

Recognizing that some students have contractual obligations to the University, while others are participating in intercollegiate events at the behest of their departments, faculty is encouraged to make accommodations for absences incurred because of these responsibilities. In enforcing their absence policy, it is recommended that faculty give due consideration to the important role that extracurricular activities play in the development of students, as well as to the benefits they provide to both our university and community.



Students must notify instructors of any scheduled absences within the first two weeks of the semester. In the case of later qualifying events, the instructor must be informed two weeks prior to those events. Instructors are encouraged to advise students of their absence policy at the beginning of the semester.

The instructor is expected to report to the Office of the Registrar the names of students whose absences from class, whether prolonged or intermittent, are judged to have a serious effect upon their performance in the course. The Registrar will be responsible for sending this information to the office of the appropriate Dean.

Faculty members who schedule co-curricular activities conflicting with a student's other scheduled class sessions will be responsible for giving students as much advance notice as possible. The student will be expected to inform his or her other instructors and arrange for whatever makeup work, including examinations, may be required.

READING ASSIGNMENTS

It is also expected that you will have completed the assigned readings or projects BEFORE coming to class. This means that it is expected that you come to lecture prepared to discuss what you have read in the chapter. Remember that we will be holding a lot of discussions. If you are not "up on the readings" you will most likely perform poorly when evaluated on your class participation, on the exams, and quizzes. If you save your readings until the last minute, this only helps you to feel "overwhelmed" and overloaded with information. It is not unlikely or unusual for me to ask you to describe and summarize the chapter that you were assigned to read for that day. Just be aware: if few people are ready to summarize the readings or discuss concepts in the assigned reading, I will be prepared to distribute a "pop quiz" or other "surprise" activity. This policy is not constructed to hurt good students, but to encourage active participation in the learning process. It is the instructor's duty to prepare lectures, but it is the student's responsibilities to "soak in the material," learn it and apply it. By responding to my questions on the readings, you help me ascertain your level of understanding and comfort with the readings.

LECTURE BEHAVIORS

Talking

One thing you need to know about me is that I cannot stand nor will I tolerate talking while I am lecturing. That is my one and biggest pet peeves. Talking, with the exception of when you are asked to contribute and talk, is disrespectful and disruptive to your fellow classmates and me. "Gossiping" with your neighbor during lecture is FORBIDDEN and engaging in the behavior will result in an embarrassing situation for you, your friend(s), and for me. Please don't let me glance up and see you "visiting." The policy regarding talking during lecture is this: I will stop the lecture once until you and your friend finish your conversation. I may ask you to share your conversation with the rest of us, particularly since you've found it more entertaining than lecture, or I may ask you to visit me during my office hours before you come back to class.

If I am speaking too fast and you find that you are having a hard time catching up, please do not share your thoughts with your neighbor, particularly if it is going to take more than a minute for you to "catch up." I much rather you send me an e-mail, visit with me after class or during office hours, or make an appointment to discuss the matter in lieu of chatting.

Incessant (continuous) talking during a lecture will result in even more serious and negative consequences i.e., reduction of the entire class' total participation points, being put on probation or having to speak with the department chair or Dean. It is likely that if repeated reminders regarding talking during lecture are made, you and your class mates will stand to lose up to 30 points taken off of your total class participation score for that day. I will continue to take 30 points away from each and every student until talking during lecture ceases.

Leaving

Packing up and deciding to leave before 10:50 or when class officially ends is another behavior that is and will be highly discouraged. If you need to leave before class is scheduled to end, let me know before class begins at 10:00 a.m. This also means that at 10:50 or end of class, you do not need to pack your bags. I tend to be very aware of the time and realize that many of you have other courses that also demand "on-time" arrivals. However, from

time to time, I will need every bit of class time and am asking for your cooperation and understanding if I happen to run late. If you or any of your cohorts leave during a lecture without letting me know, I will deduct 25 points from each student's overall total points.

Packing up

This is an extremely rude and disrespectful classroom behavior exhibited by students. Most professors are aware of the time and do not need for you to begin closing notebooks or placing items in your backpack before being officially dismissed. I personally despise it when students begin to close notebooks and/or place books in a backpack before my official "stop time" of 10:50 a.m.

BTW: I assume that as adults, you will arrive on time as well. I do, however, lecture until 10:50 a.m. and for those of you with classes in other buildings across campus, I suggest you find a seat in the auditorium that will allow you easy entrances and exits. It is not my responsibility to dismiss my class before the scheduled 10:50 hour. You will also find that on dates when we have quizzes, exams, and other activities, you will need all the time you can get. For example, due to quizzes or my attempt to prepare you for an upcoming exam, there might be times in which class does not end until around 10:53 a.m. I am asking that in cases when this does happen, please refrain from packing up until you are given permission to do so. ***This rule applies when guest lectures are present or when substitute instructors are in the classroom as well.**

CLASSROOM MISCONDUCT

Classroom misconduct includes forgery of class attendance, obstruction or disruption of teaching, failure to turn off cellular telephones leading to disruption of teaching, playing games or surfing the Internet on laptop computers unless instructed to do so, physical abuse or safety threats, theft, property damage, disruptive, lewd or obscene conduct, abuse of computer time, repeated failure to attend class when attendance is required and repeated failure to participate or respond in class when class participation is required.

Under MU policy, your instructor has the right to ask for your removal from the course for misconduct or excessive absences. The instructor then has the right to issue a grade of withdraw,

withdraw failing or F. The instructor alone is responsible for assigning the grade in such circumstances.

PROFESSIONAL STANDARDS AND ETHICS

The School of Journalism is committed to the highest standards of academic and professional ethics and expects its students to adhere to those standards. Students should be familiar with the Code of Ethics of the Society of Professional Journalists and adhere to its restrictions. Students are expected to observe strict honesty in academic programs and as representatives of school-related media. Should any student be guilty of plagiarism, falsification, misrepresentation or other forms of dishonesty in any assigned work, that student may be subject to a failing grade from the instructor and such disciplinary action as may be necessary under University regulations.

ACADEMIC DISHONESTY

One of the goals of the University is to insure that students are honest and forthright in their academic endeavors. Therefore, all students are required to abide by the Academic Honesty Guidelines.

The faculty and administration of the University of Missouri-Columbia recognize the necessity of encouraging procedures which assure to the extent possible an academic environment in which each student has an opportunity to be evaluated fairly on the basis of their own performance. The maintenance of such an environment requires that both faculty and students have access to these regulations regarding academic dishonesty and that early in each term the instructor provide the class any expectations unique to that course.

When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor. The instructor is required to report all suspected cases of academic dishonesty to the Provost office in Jesse Hall. This can be an extremely anguishing and embarrassing situation for the student(s) involved. If you are suspected of academic dishonesty, you will either fail the course or receive zero (0) points for the assignment and/or exam.



Your participation in this course comes with my expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable. Automatic failure and honor code violations include:

- Cheating or the improper taking or tendering of information that shall be used to determine academic credit. Taking of information includes, but is not limited to copying graded homework assignments from another student; attempting to take an exam from the instructor's office; working together with another individual on a take-home test or project when not specifically permitted by the instructor, and looking at or attempting to look at another student's paper during an examination. Tendering of information includes giving your work to another student to be used or copied; giving answers to exam questions either when the exam is being given or after taking an exam, and giving or selling a term paper or project to another student.
- Plagiarism involves representing and submitting the work or ideas of another fellow student or colleague; using someone else's ideas, designs, or copy ideas.
- Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts to affect your grade.

Notice of violations and action(s) taken will be handled in accordance with Section 6.01 of the Collected Rules and Regulations of the University as published in the MBook. Academic Integrity is expected of all students in a University community. A charge of academic dishonesty is a serious one and can have serious consequences if guilt is established. Discipline ranges from a warning to expulsion from the University. In addition, the instructor may award a failing grade on the assignment, a failing grade in the course, or may otherwise adjust the assignment or course grade as deemed appropriate. In addition, instructors may choose to assign additional work.

DISHONESTY AND MISCONDUCT REPORTING PROCEDURES

MU faculty are required to report all instances of academic or classroom misconduct to the appropriate campus officials. Allegations of classroom misconduct will be forwarded

immediately to MU's Vice Chancellor for Student Services. Allegations of academic misconduct will be forwarded immediately to MU's Office of the Provost. In cases of academic misconduct, the student will receive at least a zero for the assignment in question.

MISSED DEADLINES

Late projects and assignments may be accepted but may NOT receive credit. In other words, you will receive a ZERO for the assignment, if an excuse is offered after the deadline, and/or your assignment is turned in after the deadline.

If, however, you discuss the situation with Dr. Frisby BEFORE the deadline, you may turn your assignment in later, but may/will lose a letter grade for each day that your assignment is late.

EXAMINATIONS

Examinations are objective, machine-graded tests consisting of 50 multiple choice, and true-false questions. Because the main objective of the course is for you to understand, interpret, compare and contrast, and explain issues and practices involved in advertising, many of the questions test your ability to apply facts and concepts to situations. Thus, you should not memorize definitions or lecture notes.

My tests are designed to challenge you to go beyond memorization so that you might enhance your critical thinking abilities and ultimately increase your level of understanding and knowledge.

Seventy percent of the questions on exams are derived from lecture materials (videos, examples, discussion, etc). The remaining questions will be taken directly from the book. Focusing exclusively on one at the expense of the other is not a wise decision.

Exams are NOT to leave the auditorium—or from the instructor's office. You may come by my office to see and review your exam.

Makeup exams

Make-up exams will not be offered as an option if you inform me of your absence the day of or after the scheduled class exam. If you miss an exam for an **inexcusable** reason (oversleeping, a job

interview, forgetting, airline flights/pr-purchased tickets, or other reasons identified in this syllabus as inexcusable), you WILL NOT be afforded an opportunity to take a make-up exam. DON'T ASK. If, however, you make contact with the instructor prior to the exam, you may take a make-up essay exam.

If you have to take this essay exam, it is your responsibility to make arrangements with the instructor as soon as possible. All make-up exams must be arranged and approved by Dr. Frisby. If you are sick the morning of the exam, it is your responsibility to call the instructor as soon as you realize that you are unable to make it to the examination. You will have one week to take the make-up exam. If you have not taken the make-up exam within 7 days of the scheduled exam, your a score of zero (0) will be entered and will not be changed. IGNORANCE OF THE LAW IS AND WILL NOT BE EXCUSED!

NOTE: Students who have been excused before the exam are allowed to take the same exam given to the class (i.e. multiple choice and true/false questions).

LECTURE NOTES

If you miss a lecture, it is YOUR responsibility to obtain the lecture notes. I reserve the right to change the content of my lectures so that I can use current real-world advertising illustrations.

For those who think that "skipping lecture" is OK and does not hurt your grade, please be advised that my teaching method and tactics require that students are actively involved in lecture discussion. This means that reading the textbook alone WILL NOT help you adequately prepare for exams or quizzes. If you plan to skip regularly just DO NOT ASK ME FOR MY NOTES!

RECOMMENDATION LETTERS

I am happy to write recommendation letters and will do so only under special situations. Before you ask me to write a letter, be sure that you meet the following standards. I am honored to write recommendation letters for students who:

- have attended every lecture and successfully passed at least 3 exams obtaining a higher than average scores on all 3 the exams.

- are prompt and attend class lectures regularly.
- are enthusiastic about the subject matter and course information.
- actively engage in class lectures.
- adhere to course syllabus and policies
- submit assignments and projects on or before deadlines
- assume personal responsibility for learning, and are mature and committed to success in their academic career and achieving goals.
- I am familiar with and know personally and academically. Students who meet this criteria often visit me during office hours and/or take time to discuss areas of concern or about unclear concepts, issues or discrepancies in and misunderstandings presented in lecture.

OFFICE HOURS

I do my best to make myself accessible to you. Your opportunity to learn and to get in touch with me is very important to me. I will do my best to be in my office during the designated office hours. However, it is always a good idea to call ahead, send an e-mail message, or otherwise set things up ahead of time, if you can.

If my office hours are over, I ask that you try not to "show up" or "stop by" my office and expect me to meet with you and discuss review questions, exams, or other problem areas. When I am not holding office hours, I am usually grading papers/assignments or working on other commitments, publication deadlines, and/or conference papers. If you want my full attention, it is always a good idea to call before you "stop by" and schedule a time that is good for both of us.

If problems arise let your instructor know immediately, particularly if those problems might potentially hamper your performance in class.

Incompletes and postponed deadlines are more often granted in this class when a problem is noted early. If you have no documentation-and your excuse sounds like a last ditch effort not to get a bad grade, you should probably forget talking to me about it.

DISABILITY ACCOMMODATIONS

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office.

Office location: 360 McReynolds Hall

Office hours: Tues., 11:30 – 1:30 p.m.
Wed. by appointment.

To request academic accommodations (for example, a note taker), students must also register with Disability Services, AO38 Brady Commons, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. Another resource, MU's Adaptive Computing Technology Center, 884-2828, is available to provide computing assistance to students with disabilities.

DIVERSITY STATEMENT

It is my intention to respect all types of students and viewpoints. I expect you to extend the same courtesy to me and your classmates. The School of Journalism is proud of its long tradition of diversity. Each student and faculty member is expected to participate in that important tradition. Each person at the J-school has the right to work in an atmosphere free from discrimination. We all share the responsibility to help create and maintain such an environment.

We all must be conscious of the need for an open and multicultural society—one that condemns discrimination in any form. There will be times when faculty must and should provide professional and objective assessments of students' work. These assessments, particularly ones given in my class, are meant to be constructive and provide feedback for student work. They are not meant to be judgments about students as people, but rather comments intended to help and further your learning and progress. While I recognize that student work is intensely personal and that criticisms may be taken personally, I will try and often anticipate this and will contemplate the criticism and often times seek counsel as to the best way to communicate the negative feedback to students.

I do my best to be sure that all students are treated equal, nor will you find that there are discriminatory practices based on race, gender, religion, place of origin, disability, sexual orientation, or age. If you believe you have a legitimate complaint, you should work with the school's fair practices committee to resolve it. This committee is composed of three faculty members charged with investigating and mitigating specific instances of discrimination. Formal procedures for working with this committee may be picked up in the Journalism Dean's office, 120 Neff Hall.

CELL PHONES

Please remember to turn your cell phone off or at least turn your ringer to "silent." Your first priority should be on attending to lecture, not on your phone or receiving cell phone calls during lecture. Violation of this policy may result in a 25 point reduction taken from the total class participation points for you and your entire class.

INCOMPLETE WORK

I will consider assigning an incomplete grade under if you meet the following conditions: 1) the completed portion of your work in J4200 is of passing quality and 2) you can provide evidence of a personal hardship that proves that it is unjust to hold you to the time limits outlined in this syllabus. If you feel that you might need to make arrangements to obtain an incomplete, please meet with Dr. Frisby immediately. If you are given an incomplete, you will have exactly one year to finish the course and have the grade change.

PLUS-MINUS GRADING SYSTEM

The plus and minus grading system was adopted by the Faculty council in fall of 1998. The purpose of the plus or minus system is to allow discrimination in quality of student achievement and performance.

Because of the plethora of learning activities and ways that you can do well in this course, your final grade is not up for negotiation. The grade you make in this course will and should reflect how well you listen to and follow instructions. Your basic course grade may be helped (the assignment of a plus) or hindered (the assignment of a minus) by the following:



- Excessive talking and/gossiping with neighbors during lecture.
- Overall demonstrated progress (signs of improvement and learning) on exams, assignments, and/or projects.
- Shows sincere desire to learn material (i.e. improve study skills) by meeting with teaching assistant and/or professor on a regular basis.
- Consistently arriving late to class.
- Leaving during lectures on a regular basis without consent from the instructor
- Packing up to leave before official dismissal from class
- An obvious interest in and enthusiasm about the class and assignments
- Missing class participation assignments/activities.
- Late submission(s) of assignments and projects
- Number of unexcused absences

Conversely, negative attitudes and argumentative spirits can hinder and even hurt your grade. Well-organized, carefully written assignments and projects tend to express one's true feelings and thoughts. Assignments that are neatly typed, proofread, and free of spelling and grammar mistakes will help your grade. I RESERVE THE RIGHT TO ASSIGN PLUS OR MINUS GRADES

BASED ON THE ABOVE BEHAVIORS EXHIBITED IN MY CLASSROOM.

RESEARCH PARTICIPATION OPPORTUNITIES

Opportunities for extra-credit research participation will not be available this semester.

LAP TOPS/COMPUTER WORK

When you are in class, it is expected that you give your instructor your complete and undivided attention. It has been my experience that students who are in class but using lap tops/power books tend perform worse on exams and other assignments than those students who are not using computers. As a result, we are going to go back to "old-fashioned note taking." Those students who use class time to access e-mail accounts, visit web sites, and/or finish projects for other classes will lose at least 50 points. These points will be taken from your overall point total.

If you must use your computer to take notes, please see Dr. Frisby within the first two weeks of classes. You must sign a "laptop contract" which details policies and consequences.

Getting An Absence Excused

Provisions to policies regarding attendance, makeup exams, and late projects will be given for the following situations ONLY:

- Observance of a religious holy day of your faith, upon approval by the instructor.
- Personal or family health conditions, certified by a physician or counselor and approved by the instructor.
- Personal or family legal conditions, warranting your attention during class time and certified by an attorney or judge and approved by the instructor;
- University business certified by a University official and approved by the instructor.

The "excusable" reasons for missing class include: severe illness, military obligation, religious holidays, and participation in university sponsored activities such as athletic competitions, debate, or music performances. Please be aware that oversleeping is NOT an acceptable excuse! You should also know that

job interviews are and will not be excused. I recommend that you tell the interviewer that you have a class that meets at that time and that you need to find another time to schedule the interview. Trust me, your willingness to put your class work first communicates a more powerful message about you



and your priorities than your willingness to "skip" class. Students who are absent from classes or exams because of these and other reasons should obtain the appropriate documentation (e.g. letters from advisors) contact me in writing AHEAD OF TIME.

PLEASE DO NOT EXPECT ME TO HEAR YOUR EXCUSE FOR A LATE ASSIGNMENT OR MISSED

EXAM AFTER EVERYTHING IS OVER! If you miss a class, exam, or project deadline without an acceptable reason approved IN ADVANCE, you may submit your assignment, but you are subject to a reduction of AT LEAST two (2) letter grades, or you will receive a grade of zero for that activity. It is up to the discretion of the instructor and/or the teaching assistant(s) of the course.



Netiquette Issues

Due to the nature of the course (and prior experience), it has been established that the instructor initiate rules regarding when and why students should send an electronic mail message to the instructor. Some, if not most, students think that professors can drop everything and read 250 pages at the drop of a hat. E-mail can often give the impression that professors are available or "on call" 24 hours a day.

The greatest and most problematic issue involving e-mail is that it can make students have no fear of giving offense, imposing on the professor's time or even of asking a question that may reflect badly on their own judgment. With that in mind, Dr. Frisby has created netiquette policies related to e-mail messages.

Please allow Dr. Frisby 48 – 72 hours to respond to e-mail messages. In other words, do not expect AN IMMEDIATE RESPONSE from your professor. Be mindful that this is a very large lecture course, and one professor trying to adjust to various student needs and expectations.

Your e-mail messages will be addressed in a first-come, first-served manner.

Dr. Frisby will respond to e-mail messages that:

- "Quick" and simple questions regarding lecture content. I do not have time to answer e-mails that ask me to "review what we did in class today" or ask "are we (or did we do) doing anything important in class today" or to explain a complex and/or rather detailed concept. If a student has questions or concerns about a reading assignment, a theory, and/or other material that can not be answered in a "yes" or "no" type e-mail, the student is encouraged to call Dr. Frisby on her cell, 268-6232, at home 446-8071 or at the office 882-6232. I much rather talk to you on the phone than to spend time reviewing material in a lengthy e-mail message.
- Solicit clarification concerning announcements and/or other housekeeping notes that were made during the first five minutes of class time.
- Include the words "please," and "thank you." These two very important words should always appear in your e-mail messages.

Dr. Frisby will **NOT** address e-mail messages that:

- Are argumentative or combative. If you do not like a lecture topic/discussion, an assignment or grade, the mature and respectful way to handle this is to address your concerns face-to-face and discuss your concern with Dr. Frisby personally. E-mail is an “easy way out” and allows students to say and write things that are sometimes misconstrued and misunderstood. Therefore, it is better to state your concerns face-to-face than to send an e-mail that may appear to be offensive and disrespectful.
- Attempt to argue or negotiate points, exam scores, or project grades. If you missed a class for unexplained reasons, then you missed class! Do not contact me about getting lecture slides/notes, ideas about alternative extra credit points, or class participation activities you missed AFTER THE FACT. (refer to policy mentioned above)
- Negotiate final grade/points. I will try to put your class participation points on blackboard within 48 -72 hours. Do not send an e-mail at the end of the semester challenging points that you received during the first weeks or first half of the semester.

Dr. Frisby will deduct a MINIMUM of 50 points from any student who is not civil (is argumentative, disrespectful, often late for class, and/or engages in other disrespectful classroom behaviors).

I expect my students to:

- Remember that “Students are not customers, and teachers are not employees.”
- Know that students and teachers have obligations to each other.
- Know and understand my expectations (see course policies)
- Treat everyone in the class, including the professor, with the respect due to all human beings.
- Attend every class, give your full attention to the material, and conduct yourself in an appropriate manner.
- Agree to do the work outlined in the syllabus on time.
- Acknowledge that your perception of YOUR effort, by itself, is not enough to justify a distinguished grade.
- Not plagiarize or otherwise steal the work of others.
- Accept the consequences -- good and bad -- of their actions.

Students can expect that Dr. Frisby will:

- treat you with the respect due to all human beings.
- attempt to get to know you and your name and treat you as an individual but YOU must meet me halfway (e.g. realize that I teach large lectures of over 180 students. You have to work with me on this goal).
- not discriminate against you on the basis of your identity or your well-informed viewpoints.
- manage the class in a professional manner. That may include educating you in an appropriate behavior.
- prepare carefully for every class.
- begin and end class on time.
- teach only in areas of my professional expertise. If I do not know something, I will say so.
- continue to conduct scholarly research and publication with the aim of making myself a more informed teacher.
- pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- keep careful records of your performance, and progress.

- investigate every excuse for nonattendance of classes and no completion of assignments.
- make myself available to you for advising.
- maintain confidentiality concerning your performance.
- provide you with professional support and write recommendations for you if appropriate.
- confiscate laptops and cell phones if used in class, during lectures.
- be honest with you.

*Remember: Your grade will reflect the quality of your work and nothing else.
I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.*



DISTRIBUTION OF POINTS

Course Activity	Frequency	Points per Activity	Total Points
Three in-class examinations	3	50	150
One Final Exam (comprehensive)	1	100	100
Self-Promo Ad	1	250	250
Reaction paper to final project (principles of creating your self-promo ad)	1	100	100
Various homework assignments given in and out of class	4	Points will vary	200
Total Points Available in J4200/7200			800

THE JOURN 4200 GRADING SCALE		
90 – 100%	A	720 - 800
80 – 89%	B	640 - 719
70 – 79%	C	560 - 639
60 – 69%	D	480 - 559
59% and below	F	< 479

*YOUR FINAL POINTS ARE NOT NEGOTIABLE. IF YOU ARE ONE POINT AWAY FROM THE HIGHER GRADE LEVEL, THEN YOU ARE ONE POINT AWAY. DUE TO ALL OF THE EXTRA EFFORT/CREDIT OPPORTUNITIES AVAILABLE TO STUDENTS, THERE SHOULD BE NO REASON FOR YOU TO ASK FOR CONSIDERATION FOR THE HIGHER GRADE.

Learning Tools and Activities

Homework Assignments

At the end of every chapter, discussion and/or lecture, you will find a different set of questions or assignments. I will discuss these assignments during lecture. The assignments are usually related to and are designed to accommodate material we've covered or will cover during lecture. For example, when discussing creativity, you might be asked to write a short paper that involves a critique of a particular ad or broadcast commercial. You will be asked to turn these assignments in at various times throughout the semester.

Please understand that you WILL NOT receive points just because you turned in an assignment or because you spent 5 hours working on it. To receive credit for all assignments, you must do the following:

- ◆ Submit your work on or before the deadline.
- ◆ Complete the assignments/projects when they are provided. (I give deadlines and due dates, therefore, there will be no need to say, "I didn't know"). IGNORANCE OF THE LAW IS NO EXCUSE!
- ◆ Be sure that your assignment is TYPED, well organized, neat, and provides a reference or support for the concept that you are learning. Refer to the criteria listed in this course syllabus.
- ◆ Use your lecture information and textbook to reference any and all definitions and examples. Be sure to type and double-space all entries. (If asked to find examples of advertisements, please type the rationale and descriptions of the ads. You can, for example, type your descriptions or rationales for each ad that you found and then glue your description to the other side of the example or place a typed index card underneath the advertising example. This makes for a nicer, much neater project and assignment... one that helps the grader(s) tremendously.)

Attendance

Because I believe that you cannot get maximum benefit from the course if you are not present and participating, I have placed emphasis on class attendance. I also place huge emphasis on interactivity from and by my students. Despite the fact that J4200 is a large lecture class I still expect students to actively participate in lectures and in the learning process. This means that from time-to-time, I will ask you to participate in lecture by completing an in-class reaction paper and/or homework assignments. This means that in order for you to receive credit for class participation, you must attend class lectures regularly!

In-Class Quizzes

In-class quizzes may be given periodically and UNANNOUNCED to ensure that you are keeping up with your readings. These quizzes will be graded. Before each exam, I may give one or two pop-quizzes in order to encourage and aid your performance in the course. The purpose of the quiz is to identify problematic areas and weaknesses that may be remedied. It is my hope that these in-class exam preparations will be used to help me AND you identify problem areas- areas that may require either clearer instruction by me or closer study by you. Please use this time to study for the exam and notify Dr. Frisby immediately when discrepancies or problems are found. This will help your grade tremendously.

Self-Promotional Project

Nothing is harder than to sell yourself. This activity not only helps you learn how to write a creative strategy and copy platform, but you will have to execute and produce an ad that can be used to help you get noticed and land that "perfect" job or internship. The self-promo ad assignment will be provided during lecture on creativity, so stay tuned!

Research Participation

There may (or may not) be opportunities for you to participate in research studies and/or attend evening lectures by advertising professionals. For every hour that you participate, you may earn up to

three points in course credit. Dates and times of the research studies and other outside classroom participation activities will be announced in lecture (at the beginning) and may be posted on the web site under the "What's New" page.

Graduate Student Projects

If you are a graduate student enrolled in Jour 4200/7200, then you MUST, you HAVE TO complete a special project. The purpose of the graduate student project is to provide an opportunity to apply material learned in Jour 4200/4200 by completing a report, project, or research study.

Since I require the undergraduate students to complete projects as well, graduate students are expected (because you are graduate students) to complete projects that are over and beyond the workload and expectations held for undergraduate students. Much of the work expected of graduate students in my class will be that of literature reviews, project proposals, or research studies. I plan to work with students at their level of need, skill and ability.

The type of project (research study, report, or project) that you decide to work on to fulfill the criteria is totally up to you. You must be sure that it fits within the domain of this class and relates to the teaching objectives that have been established and are found in this syllabus. The following list will give you some idea of projects that have been and can be done to meet the requirement.

If you are still deciding on an area of advertising that interests and suits you, your graduate student project might involve going to the library and doing research on the advertising business. Your research might involve a review of the top ad agencies and their clients. Or, you might focus more on the career aspect and conduct a project that involves interviewing people in various jobs.

Some graduate students interested in advertising research or advertising evaluation complete projects that allow them to test creative ideas, survey target markets, etc. We will discuss this during lecture, but your project may involve some aspect of actually conducting a concept evaluation or testing the persuasiveness of a particular ad campaign.

You might complete a scholarly literature review of the following subject areas. What does the literature say about:

- The psychological impact of color
- Consumer response to images used in ads
- The relationship between consumer needs and product purchase. Are there differences in how consumers from different cultures respond to ads and images?
- Product involvement and individual differences (personality differences) in product involvement (i.e., likes and dislikes).
- How men and women differ with respect to responses to advertising and/or gender differences in product purchase. You might for example explore product stereotyping (are certain products considered "female only," "for whites or blacks only," or "male only.")
- The internet and strategies used to reach audiences, increase internet purchase activities, and/or keep users coming back.
- The role of sales promotion in advertising: is it an effective link to the market.

- Differences in message strategies and the effect on different types of target markets.

These are just ideas, my ideas. But, here's the bottom line. Graduate students must meet with me on or before:

11:00 am on Sept. 26, 2008

...to discuss your project. At this time, you will be asked to come to your appointment with an area of interest in mind. You should be ready to discuss your area of interest. I will not remind you to make an appointment.

After this initial meeting, you will be expected to bring me a written copy of your proposed project or report. This proposal is simply a two or three paragraph statement of what you plan to do. I also would like to see that you have tentative dates or deadlines established. This will help me chart your progress and help you complete the project in a timely manner.

- Your “contract” or proposal is due on or before Oct. 17, 2008.

➤ An optional rough draft of your graduate student project is due before 5:00 p.m. on

Nov. 17, 2008

I will read your rough draft and give you comments before you submit your final version. I must tell you that this deadline is OPTIONAL. I am not going to require graduate students to submit rough drafts, but if you want to be sure you get the grade you are expecting and that you are doing what I expect, you might want to adhere to this deadline! If you do not hear from me within 10 days, you are to proceed and assume that you are on the right track.

Your final report is due on or before 3:00 p.m. on

Dec. 17, 2008.

Criteria for Evaluating Written Assignments and Creative Projects

Your written work (i.e., journal entries, homework assignments, and any written in-class activity) will primarily be graded based on your ability to organize and present information. Your written assignments will be specifically evaluated on organization, clarity, insight, creativity and creative thinking skills, completeness, and accuracy. Here's how the points will be distributed:

30% Overall organization, style, look, and presentation of thoughts.

- Is the submission neat and well-organized? Is the paper typed? (If applicable), Was the paper and/or project within the page limit requirements? Does the paper/project look professional?

5% Writing accuracy (i.e. grammar)

65% Depth and Breadth of Expression.

- Does the submission reflect a critical understanding of the concept, issue, and/or question? Did the author provide a thorough discussion of the idea and/or concept? Does the answer include references to information provided in lecture and the textbook? Thus, did the author include terms, concepts, issues, and/or ideas that have been learned so far? Does the author provide personal opinion and extend his/her thought processes to reflect a critical understanding and evaluation of the material presented? Were appropriate samples and/or descriptions provided that helped the author answer the question correctly and thoughtfully?



J4200 Course of Events

Week	Date	Day	Topic/Subject	Reading/ Homework Assignments
1	Aug. 25	Mon.	INTRODUCTION TO J4200 Read over the syllabus and discuss questions, problems, and other concerns about the course and policies. Learn what advertising is and what it is not. Understand what makes advertising unique.	Chapter 1 Sayre, pps. 4 – 5
	Aug. 27	Wed	TYPES OF ADVERTISING AND TARGET MARKETS Learn of the different types of advertising and the various roles advertising can play in today's environment. Understand what makes a great and classic ad.	Chapter 1
	Aug. 29	Fri	THE FUNCTION OF ADVERTISING IN THE MARKETING INDUSTRY Understand the concept of marketing and the role of advertising in the marketing plan and marketing industry.	Chapter 1
2	Sept 1	Mon	.	Chapter 1
	Sept. 3	Wed	INSIDE THE WORLD OF ADVERTISING: JOB OPPORTUNITIES Learn of the key players and their contribution to the field of advertising. We will also discuss and identify important trends in the advertising industry	Chapter 2
	Sept. 5	Fri	ADVERTISING CAREERS AND OTHER INDUSTRY INFORMATION	Chapter 2 Sayre, pps. 18 – 20
3	Sept. 8	Mon	LEARNING TO SELL YOURSELF: RESUME WRITING AND COVER LETTERS	
	Sept. 10	Wed.	INTERVIEWING TECHNIQUES	
	Sept. 12	Fri.	LECTURE SUSPENDED IN HONOR OF THE J-SCHOOL CENTENNIAL CELEBRATION!	
4	Sept. 15	Mon.	THE EVOLUTION AND HISTORY OF ADVERTISING Understand how advertising has evolved over the years. This lecture lays the groundwork for the lecture on ethical and legal aspects of advertising.	Chapter 3
	Sept. 17	Wed.	ETHICAL DILEMMAS IN ADVERTISING Critics of advertising claim that the industry does not adhere to clear ethical standards. We will discuss the nature and purpose of advertising and will learn how advertising ethics depends upon our personal beliefs, attitudes, and experiences.	Chapter 4 Assignment 1: resume/cover letter/job search due by 10:00 am

Week	Date	Day	Topic/Subject	Reading/ Homework Assignments
5	Sept. 19	Fri.	MORE ON THE ETHICAL DILEMMAS IN ADVERTISING	*Sayre refers to "Campaign Planner"
	Sept. 22	Mon	ADVERTISING AND THE LAW Discuss the First Amendment and principles governing commercial "Free" Speech. Gain a complete understanding of how the institution of advertising works within the legal environment. Discuss and explain the meaning of self-regulation in the ad industry.	Chapter 4
	Sept. 24	Wed	EXAM 1	Covering chapters 1 – 4
6	Sept. 26	Fri.	THE PSYCHOLOGY OF ADVERTISING Understand the barriers that an effective advertisement must overcome. Be familiar with the different levels by which a viewer or reader reacts to advertisements.	Chapter 5
	Sept. 29	Mon.	MORE ON THE PSYCHOLOGICAL IMPACT OF ADVERTISING MESSAGES Understand how consumer behavior begins when we recognize a need and how those need states motivate us to buy a product or service.	Chapter 5
7	Oct. 1	Wed.	THE CONSUMER PERCEPTION AND DECISION-MAKING PROCESS Examine specific behaviors people engage in as consumers, your responses to advertising messages and the various factors that affect your responses to messages. Also, understand how consumers evaluate various alternatives and evaluate purchase decisions.	Chapter 5
	Oc. 3	Fri.	THE KEY PSYCHOLOGICAL PROCESSES: LEARNING AND PERSUASION Become familiar with how consumers learn and process information. How do advertisers persuade consumers and how can advertising be used to persuade consumers?	Chapter 5
	Oct. 6	Mon.	INFLUENCES OF OUR ATTITUDES, BEHAVIORS, AND COGNITIONS Learn about the social and cultural processes that also influence consumers. Understand how learning affects and develops attitudes and opinions. More importantly, learn how learning leads to acquired behaviors (habits) or brand loyalty.	Chapter 5
	Oct. 8	Wed	SEGMENTATION, AND TARGETING MARKETING, AND POSITIONING Learn the concept of target marketing and ways advertisers identify target segments. Brief discussion of VALS2 and lifestyle segmentation.	Chapter 6
	Oct. 10	Fri	POSITIONING Identify and list different criteria used for identifying and selecting a target segment. We will also talk about effective positioning strategies.	Chapter 6

Week	Date	Day	Topic/Subject	Reading/ Homework Assignments
8	Oct. 13	Mon	ADVERTISING RESEARCH Explain the purpose of advertising research. Discuss types of research and techniques used to plan, develop, and evaluate advertising campaigns.	*Sayre refers to "Campaign Planner" Chapter 7 Sayre, pps. 68 - 70
	Oct. 15	Wed.	MORE ON ADVERTISING RESEARCH Learn the three basic types of questions a researcher might want to ask. Understand the basics of strategic, message, media audience, and evaluative advertising message.	Chapter 7
	Oct. 17	Fri	RESEARCH METHODS Explain and learn the various procedures and various methods used to track the effectiveness of an ad's creative strategy and execution before, during, and after the launch of a full-blown advertising campaign.	Chapter 7
9	Oct. 20	Mon	ADVERTISING CAMPAIGN PLANNING Learn how the elements of an ad work together to create impact. We will also explore how account planners plan, create, and develop internal ads and advertising campaigns. Answer questions like "what are the barriers to international advertising, what are the challenges, and what issues do account planners face in creating global ads?"	Chap. 8 and 9 Sayre pps 90 – 135 (read entire campaign)
10	Oct. 22	Wed	EXAM 2	Covering chapters 5 - 9
	Oct. 24	Fri.	MEDIA STRATEGY: ASSESSING THE MARKET Understand the phase in the media planning process that creates the framework for an effective media plan	Chapter 14 Sayre pps. 61-62
	Oct. 27	Mon	MEDIA STRATEGY AND PLANNING See how advertising objectives impact the media plan. Learn how to determine the media that will effectively and efficiently deliver your target audience. Learn how advertising messages are scheduled and evaluated. In addition we will understand and learn about skills and knowledge needed to buy (and sell) media space or time.	Chapter 14
11	Oct. 29	Wed	MEDIA CONCEPTS AND CALCULATIONS Understand the basic concepts used in media planning. We will define and learn formulas for many media planning concepts like rating points, gross rating points, gross impression, reach, average frequency and cost per thousand and cost per rating point.	Chapter 14
	Oct. 31	Fri	MORE MEDIA MATH	Chapter 14
	Nov. 3	Mon.	MEDIA EVALUATION: PRINT AND BROADCAST Learn how advertisers evaluate print, television, and radio. We will concentrate on important aspects of using these major media options. Learn about the audience as well as the strengths and weaknesses inherent in newspaper advertising.	Chapter 15

Week	Date	Day	Topic/Subject	Reading/ Homework Assignments
	Nov. 5	Wed.	SUPPORT MEDIA Identify various traditional and nontraditional support media and understand how these media are best utilized as advertising tools. We will also see how directory advertising might enhance retailers' profitability and clientele.	*Sayre refers to "Campaign Planner" Chapter 17
	Nov. 7	Fri	IMC AND THE INTERNET Identify various advertising opportunities presented by the internet. How do advertisers establish a presence on the World Wide Web?	Chapter 16
12	Nov. 10	Mon	IMC AND THE ROLE OF SALES PROMOTION Why has sales promotion grown? Discuss the reasons why marketers shift their focus from traditional mass media to sales promotions. Learn about the tools that are available for advertisers to use in an integrated marketing communications plan. Describe the various kinds of sales promotions and how they work. Discuss the increase in use and effects of product placements in movies and TV.	Chapter 18 Sayre, pp. 63-66
	Nov. 12	Wed	IMC AND CAMPAIGN PLANNING: DIRECT MARKETING Learn the different types of direct marketing available and explain their differences and similarities. Understand the growth behind direct marketing and how database marketing is used. Discuss how technological advances and changes have affected advertising and encouraged many advertisers to rely on integrated marketing communication strategies.	Chapter 19
	Nov. 14	Fri	IMC AND THE ROLE OF PUBLIC RELATIONS Examine the role of public relations in the IMC plan. Discuss the primary objectives for public relations and the tools and vehicles used to help a firm create a positive image. Define corporate advertising, know its objectives, and the basic types of corporate advertising that dominate many of the PR campaigns run by companies.	Chapter 20
13	Nov. 17	Mon	MORE ON PUBLIC RELATIONS	
	Nov. 19	Wed	EXAM 3	Covering chapters 14 - 20
	Nov. 21	Fri	ADVERTISING CREATIVITY Define creativity and describe the stages of the creative process. Learn how to expand upon your creative thinking skills. Identify personality characteristics of successful creative individuals.	Chapter 10 Homework: Brainstorming
14	Nov. 24 Nov. 28	Mon-Fri	THANKSGIVING HOLIDAY BREAK	
15	Dec. 1	Mon	CREATIVE STRATEGY Learn about the document that contains the strategic elements known as the creative platform. Define the "big idea" and learn how it is used to attract attention and create a distinctive impression in the minds of consumers. Begin discussion of your self-promo ad and message strategies often used to satisfy advertising objectives.	Chapter 11

Week	Date	Day	Topic/Subject	Reading/ Homework Assignments
	Dec. 3	Wed	MESSAGE STRATEGY DEVELOPMENT Gain understanding of the categories of appeals that advertisers use in order to communicate a strategy. Then discuss the creative pyramid and how advertisers use this model to help the creative team develop big ideas into advertisements.	*Sayre refers to "Campaign Planner" Chapter 11 Homework 2: Creative platform and message appeals, due today
	Dec. 5	Fri	COPYWRITING FORMATS FOR PRINT AND ELECTRONIC MEDIA. Explain the need for a creative plan in the copywriting process. Learn the guidelines and how layouts are used to prepare and produce print ads. Understand principles guiding design and copy writing. Learn about the formats used in radio and TV advertisements. Describe various formatting alternatives for television and radio ads and the guidelines for developing effective radio and television copy.	Chapter 12
16	Dec. 8	Mon	ART DIRECTION Learn about the layout stages and visualization process involved in creating radio and TV ads. Discuss self-promo ad grading	Chapter 13
	Dec. 10	Wed	MORE TIPS OR EXECUTION TECHNIQUES AND THE PRINCIPLES OF ART DIRECTION	Homework Assignment 3! rough drafts due today
	Dec. 10	Wed	WRAP-UP AND DISCUSS FINAL PROJECT Today we will wrap up the semester by showing you how your final project will be used as a visual assessment of what you have learned in this course. The final project, a self-promotional ad, will be used to help demonstrate how ads are made, how creative ideas are born, and the principles and processes involved in creating campaigns.	.
	Dec 17	Wed	EXAM 4 10:30 am – 12:30 p.m. NOTE: Self promo ads and other assignments will not be given back to you at the end of the semester!	Covers new material (chapters 11 – 13) as well as <u>previous</u> material (Chapters 1 – 10 and 14 – 20).

Conflicting Final Examinations!

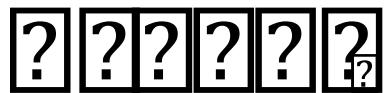
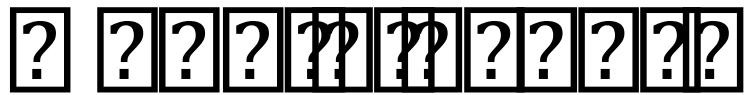
- When a regular final conflicts with a Group Final, the Group Final instructor must schedule the make-up exam.
- Conflicting Group Finals should be rare, but when they occur, whose time has an asterisk must give the make-up exam that term. (refer to http://registrar.missouri.edu/Schedule_of_Courses/Finals/fall2007.htm)
- When a two regularly scheduled finals conflict, the exam that appears with the asterisk gives the make-up exam that term. (refer to http://registrar.missouri.edu/Schedule_of_Courses/Finals/fall2007.htm)

MORE THAN TWO FINALS IN A CALENDAR DAY

In the event a student is scheduled to take more than two final examinations on the same day, the student may:

- Take all final examinations as they are scheduled; or
- Consult with the instructors giving the final examinations to determine if any make-up examination(s) is or can be scheduled, preferably during one of the make-up exam times available in the schedule.
- In the event neither A nor B works for the student, the instructor in the lower numbered course will be responsible for making up an exam to be given on an alternate day preferably in one of the make up slots.

NOTE: THIS SYLLABUS IS NOT A CONTRACT AND MAY BE CHANGED AT ANY TIME FOR ANY REASON BY THE FACULTY MEMBER.



Don't forget, final projects will not be given back to you at the end of the semester!!