



## SYLLABUS

### ADVERTISING AND PROMOTIONAL CULTURE

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**Contact Hours: 40**

**London, UK**

#### **COURSE DESCRIPTION**

This course provides and develop a critical understanding of the advertising industry, in the UK and internationally, and its cultural, social, economic and political significance. It examines how advertising is created and how it responds to advertisers' needs, challenging students to consider how this is done. It also seeks to analyse the relationship between advertising and other persuasive industries, including other forms of marketing and public relations, and the evolving relationship between advertising and the media.

#### **COURSE OBJECTIVES**

Student Outcomes:

<b>X</b>	<b>Communication Competencies</b> – In-class activities, presentations, and the project will advance your presentation and listening skills.
<b>X</b>	<b>Problem Recognition, Prioritization, and Decision-Making Competencies</b> – Both assignments will involve problem recognition as you identify the issues confronting real-life advertising, and in the case of the second assignment put forward and reflect on creative ideas.
<b>X</b>	<b>Ethics and Social Responsibility Competencies</b> – Advertising takes place within an ethical environment and social responsibility – and indeed legal and regulatory – issues have to be borne in mind. This course will encourage you to reflect on these issues.
<b>X</b>	<b>Leadership, Team and Personal Competencies</b> – You will be responsible for preparing and presenting ideas for the second assignment as part of a team.
<b>X</b>	<b>Business Knowledge Competencies</b> – Knowledge of advertising is essential to aspiring marketers, entrepreneurs, and all business professionals, and indeed to those working beyond the commercial world.

The course will, with particular but not exclusive reference to the UK:

1. Explore the evolution of advertising & the uses to which it is put
2. Provide a critical introduction to the UK's advertising industry
3. Examine the relationship between advertising and the media
4. Discuss the relationship between advertising and other marketing disciplines
5. Assess the economic and social impact of advertising
6. Examine legal & ethical issues affecting advertising & the role of regulation
7. Consider the role of advertising in non-commercial contexts
8. Debate how advertising is responding to contemporary challenges

### **INSTRUCTIONAL METHODOLOGY**

This class will involve a combination of interactive lectures and individual and group activities and exercises, as well as visit(s) and guest lectures. Lectures will cover core concepts, illustrated with mainly UK/European examples, but with comparisons to the US and elsewhere; these are also explored in the suggested reading. However advertising is something we are all immersed in every day, consciously and unconsciously, as this will be explored in different ways throughout the course. Students will be expected to prepare themselves by following the subject outside class, including through all forms of media but also through their day to day lives in Britain or any additional travelling you undertake during the semester. As the course progresses there will be seminars and presentations, both involving discussion, supplemented by updates on advertising in the news and what those stories tell us.

### **METHOD OF EVALUATION (GRADING)**

Your course grade will be calculated as follows:

Engagement in class	20%
Seminar paper and presentation	40%
Advertising Insight project (paper and presentation)	40%

1. ***Engagement in class (20% of course grade)***: Your presence alone does not add to your engagement grade, but repeated unexcused absences will lower it even if you participate regularly when you are in class. Please see the GEO attendance policy for details. Your participation grade will be determined primarily by the frequency and quality of the following:
  - a. your thoughtful and informative responses to class exercises and questions I pose;
  - b. participation in the weekly “advertising in the news” element of the class; and
  - c. your contributions to discussions your classmates initiate, including seminars where others are presenting.

*Grading guidelines for participation*

<b>Engagement Component</b>	<b>90 to 100% (A range)</b>	<b>80 to 89% (B range)</b>	<b>70 to 79% (C range)</b>	<b>60-69% (D range)</b>	<b>0% (F)</b>
<b>Attendance (unexcused absences)</b>	Misses 0 classes	Misses 1-4 classes	Misses 4-5 classes	Misses 5-6 classes	Misses >6 classes
<b>In-class discussion, exercises</b>	Always prepared, engaged and actively involved: provides examples, asks questions, makes thoughtful comments in class	Prepared and engaged but passive in class; participates when asked directly	Seldom participates but listens attentively	Does not pay attention in class	Disrupts class or behaves disrespectfully toward others
<b>Overall Grade</b>	Participation score is AVE (attendance, in-class engagement) <b>Example: You attended all classes (100%), you seldom participated in class discussions but usually listened attentively (75%). Your final participation grade is <math>[(100 + (2*75))/3 = 83</math> out of 100 points.</b>				

**2. Seminar presentation on an advertising campaign and insights and written paper (40% total, of which presentation is one-quarter of grade):**

You will present individually to the class about a UK/European advertising campaign, exploring it and what makes it distinctive. You should seek to examine what lessons can be learned from its story and what insights it offers, relating to concepts discussed in the course. Your presentation should last about 10 minutes and stimulate questions/discussion. You will also hand in a properly referenced 1,000 word paper based on the presentation. *There will be further discussion of this in class.*

**3. Advertising Insight Project- team effort in groups of about 3 (40% of course grade of which the presentation is one-quarter of grade):**

Choose, in consultation with the instructor, a UK or other European brand that has either no, or very limited exposure, in the USA **or** a US brand that has either no, or very limited exposure, in the UK/Europe. It can be from any sector (including the not-for-profits), provided that it is potentially relevant to the consumers concerned. Please agree it with the instructor. Your task is the following:

First you should critique existing advertising in the original market showing that you have considered its strengths and any weaknesses and how far it would be appropriate in the new market. Then show the brand manager how the brand can be most successfully advertised in the new market, outlining the content of the advertising and where it would appear, with a rationale for both.

This is designed to begin as a team project. The final written work, to be submitted after the presentation, will be individual, enabling you to bring out any individual ideas you may have.

Once you have chosen the brand, you need to research it thoroughly.

Evidence of research and a rationale for the decisions you have made is required. While you will not be graded on your design skills, you should show some examples of how the brand might best be advertised.

You will prepare your presentations as a group, with each person participating and presenting and all being ready to take questions. You submit an evaluation of your own and your teammates' contributions, together with a one page log outlining meetings scheduled and held, other interactions and how work was assigned. If a team member receives a negative evaluation from her/his teammates, I will lower that individual's grade accordingly.

Written documents of 1,000 words will be submitted individually after the presentations, giving you freedom to change the content in any way you wish. They should be presented as though they are commercial documents, imagining that they might be read by decision makers who have not attended your presentations, and therefore intended to summarise and support the oral presentation in a clear, compelling and concise way; use illustration as appropriate.

There will be more briefing on all aspects of the project during classes.

#### *Grading Guidelines for the assignments*

**A-level work (90, 95, 100):** This project meets all of the following criteria:

- a. Content – the project is complete (includes all required parts);
- b. Format – the project closely follows provided guidelines;
- c. Quality of the analysis – conclusions are based on well-researched and thoroughly analyzed information; the thought process is logical and demonstrates a clear understanding of the issues;
- d. Quality of writing – the project is well written; the ideas are organized in concise and clear fashion, there are few if any grammatical and spelling errors;
- e. Application – the project skillfully incorporates relevant consumer research and concepts from the readings and class discussions;
- f. Sources of information – all assertions are substantiated by reputable, current information sources, which are cited immediately following the assertions. All sources are also listed in a bibliography. Citations and bibliography must follow MLA or APA format (choose one to use throughout your reports).

**B-level work (80, 85, 89):** This project does not meet content, format, and/or quality of writing criteria. Nonetheless, it clearly demonstrates a good quality analysis and an excellent ability to apply relevant research to the issues at hand, and it meets requirements for sources used.

**C-level work (70, 75, 79):** This project may or may not meet criteria for content, format, and/or quality of writing. However, its major problems stem from a poorly developed analysis and incorrect application of research. For example, conclusions are poorly justified and there is little evidence of primary or secondary research.

**D-level work (60, 65, 69):** This project does not meet any of the specified criteria for content, format, quality of the analysis, quality of writing, and application of consumer research.

**F-level work (<60):** No project has been submitted for grading.

Expectations for Written Assignments (homework and project reports)

**Writing guidelines:** I expect you to adhere to the writing guidelines in the PSOBA handbook "[Expectations for Student Writing](#)". Good written communication is critical in business, and correct spelling and grammar are essential to good writing. Therefore, if a paper contains several such mistakes, I will deduct points and, if the errors are distracting enough, return it to you for corrections before grading it.

**Deadlines:** All assignments are to be submitted via email on or before the specified times on the due dates noted in the course calendar. It is your responsibility to keep up with all deadlines and submit everything on time. **Late assignments will not be accepted.**

## INDICATIVE COURSE OUTLINE

**NB** *Dates/arrangements may change!*

General Topic Area	Class times:	Indicative Class Topics / Activities
Introduction to advertising	Session 1  Thursday 29 June, 1-6pm	<i>Meet &amp; greet</i> , course overview  What is and isn't advertising? Exercise on definitions  Lecture: Historical background: the evolution of advertising  Homework: 1) identify and research a distinctive UK ad campaign 2) Students to take it in turns to monitor news about UK/European advertising for future weeks  Set up seminar programme & advertising in the news rota  Lecture: The UK advertising scene & how the advertising industry works, with video excerpts  Reading: Advertising Handbook, Chapter 1

Ethics & regulation	<p>Session 2</p> <p>Tuesday 4 July, 9.30-12.00</p>	<p>Why advertising matters: blind test exercise</p> <p>Discussion of specific UK ads which students have identified. Compare &amp; contrast with US.</p> <p>Advertising in the News</p> <p>Lecture: Law, regulation, ethics: including intellectual property law, advertising regulation, PR ethics, corporate social responsibility</p> <p>Country branding exercise briefing: prepare country ads</p> <p>Reading: Advertising Handbook, Chapter 8</p>
Advertising, Marketing Communications & its wider impact	<p>Session 3</p> <p>Thursday 6 July, 1-6pm</p>	<p>Advertising in the News: weekly round-up – students to take it in turn to present</p> <p>Lecture: Advertising and the Marketing Communications Mix</p> <p>Present country ads</p> <p>Lecture: Advertising’s impact – on culture, society &amp; the economy</p> <p>Set up favourite ad competition</p> <p>Reading: Advertising Handbook, Chapter 4</p>
Advertising – a practitioner’s view	<p>Session 4</p> <p>Tuesday 11 July, 1-6pm</p>	<p>Advertising: Guest speaker, Tatanja Cukvas</p> <p>Advertising in the News: weekly round-up – students to take it in turn to present</p> <p>Individual Seminar Presentations 1</p> <p>Team project briefing &amp; preparation</p> <p>Advertising Handbook, Chapter 10</p>
Visit	<p>Session 5</p> <p>Thursday 13 July, 10.00-12.00 approx</p>	<p>Visit to Museum of Brands</p> <p><a href="https://museumofbrands.com/visit/">https://museumofbrands.com/visit/</a></p> <p>Lancaster Road, Notting Hill W11 1QT, by Ladbroke Grove Underground Station. Museum opens at 10am</p>

Non-commercial advertising	Session 6 Thursday 20 July, 9.30-6pm	Advertising in the News: weekly round-up – students to take it in turn to present  Favourite ad competition  Lecture: Non-commercial advertising- government, politics & the not-for-profit sector  Individual seminar presentations 2  Guest talk: Trevor Morris  Preparation for presentations  Reading: Advertising Handbook, Chapter 11
Final seminar & Project presentations	Session 7 Wednesday 26 July, 1-6pm	Advertising in the News: weekly round-up – students to take it in turn to present  Talk/discussion: the future of advertising  Individual seminar presentations 3  Final team project presentations

## COURSE READINGS

*The Advertising Handbook*, Routledge, 4th Edition, 2018, Jonathan Hardy, Iain Macrury, Helen Powell

*Marketing Communications: Touchpoints, sharing and disruption*, Chris Fill, Sarah Turnbull, Pearson, 2019

Advertising Association, [adassoc.org.uk](http://adassoc.org.uk)

Advertising Standards Authority, [asa.org.uk](http://asa.org.uk)

Media sources:

*Useful free to access sources include:*

Guardian, <https://www.theguardian.com/uk>

BBC [bbc.co.uk](http://bbc.co.uk)