

## **ADV373/PR377K: Integrated Brand Promotion Campaigns**

Spring 2019

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BMC4.208

T/R 11-12.30

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### Course Description

Campaigns is the capstone courses in the pr and advertising programs. This class integrates all of the course work within both the major and outside areas. This is the course in which students learn the most and have the most fun working in agency teams on a real project.

In order to provide students with an appreciation of what should be included in an integrated brand communication campaign plan, a major campaign development project and a series of individual and task group projects are used during the semester. The major focus of the course is on the development of a campaign plan for a client. The class does not center on the development of new skills; rather, it is about the refinement and integration of what you have already learned.

In this class, students work on a range of projects as members of agency account teams. Experiencing the rewards and learning to cope with the problems of working in a small group is an important part of the class. Advertising is an all-weather, team sport.

In addition to an emphasis on developing and presenting a complete campaign, the course is given direction and supplemented through the use of lectures, handouts, video presentations, recommended readings, and guest speakers. Further, a set of assignments focusing on various aspects of campaign planning is spread across the semester.

### Key Reading

*A Technique for Producing Ideas* by James Webb Young, readily available at all booksellers, as a digital book, or by loan from the instructor

### Course Objectives

The objective of the course is to provide students with an in-depth understanding of the process of planning, presenting, and implementing complete IBP campaigns. In order to accomplish this objective, the emphasis in the course is on each individual learning-by-doing—that is, by developing and presenting a complete campaign for a real client.

Secondary objectives of the course are to increase each student's level of competence, professionalism, and ethical thinking. Specifically, the course is designed to help students sharpen the following skills: strategic and critical thinking; planning; organizational; written and verbal communication; time management; interpersonal; and group work (bringing out the best in others).

### Course Strategy

To achieve the course objectives, students will use:

- Supplemental readings, examples, and guest speakers to provide a common framework to structure understanding of the strategic IBP planning process;
- A major account team campaign development project—as well as several smaller ones—to mirror the work environment on both the client and agency sides of the advertising and communications business; and

- Writing assignments and other projects to help focus on key components of the strategic planning process and personal development.

### Student Evaluation

Student performances will be assessed by evaluating:

- Problem-solving and application skills through assignments and projects;
- Account team performances based on the plansbook, team presentations and reports; and,
- Contributions to team performance through peer evaluations.

Each student's letter grade at the end of the course is determined by performance in five areas assessed using the rubrics available on Canvas. The five areas and the relative importance of each are:

• Class/group participation	10%
• Ungraded presentation (to class, for practice)	0
• First presentation (to me, for practice)	10
• Individual essay (assigned question)	15
• Main-client presentation	32.5
• Main-client plansbook	<u>32.5</u>
	100%

Grades are on a plus/minus basis. "Plus" grades will be the top three scores within each range, and "minus" scores will be the bottom three results. For example, between 87 and 89 is a B-plus and between 80 and 82 is a B-minus.

### Other Course Requirements

The class will consist of our regularly scheduled meetings, information delivered through online technologies, as well as your personal and team participation—all to enrich the experience and enhance your understanding of the issues and projects explored during the course. You must show up and participate for this to work. Thus, attendance is required and expected.

### Special Notes

Our client has volunteered time and assistance to contribute to the educational goals of our department. All materials furnished by our client are to be treated as strictly confidential. The plans, ideas and other materials prepared for our client become their property and may be used at their discretion. In fact, our hope is that they will use it so you can demonstrate in every interview and conversation forever how effective and brilliant you are.

The communication business is characterized by attention to details and deadlines. All written work must be prepared using a computer and high quality printer when printing is needed. Demonstrating creativity, enthusiasm and hard work should be each student's objective during this course and beyond. Acknowledging this, in some cases, there will be an opportunity to re-write individual essays for a different grade. The class will discuss this more once work is assigned.

You will notice throughout the semester that the course places much emphasis on presentation skills. This focus has led other students to ask, "Is this a theater or an advertising class?" "Yes, it is," I'd say. An essential part of any career is the ability to present ideas in a clear and engaging manner. While the ideas themselves of course have great value, it would be difficult to overstate the importance of how you present those ideas. Presentation grades will reflect the fact that it is not simply about how good your ideas may be but how effectively you present them.

Teams will be organized early in the semester. The class will be divided up to maximize the spread of student skill sets (research, design, etc) so that each team has a variety of members. Students are encouraged to offer suggestions for team assignments, but talent distribution and teamwork considerations take priority in the final organization.

### Academic Honesty

All students are expected to demonstrate high ethical behavior and meet the terms and conditions of The University of Texas at Austin Honor Code: “The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

Violating university rules on academic honesty can lead to disciplinary penalties, including failing grades and/or dismissal from the university. Because such dishonesty harms the individual, fellow students, and the integrity of the university, policies on scholastic dishonesty will be strictly enforced. The Student Judicial Services Web site has more information in the Office of the Dean of Students section at: <http://www.utexas.edu/depts/dos/sjs/>.

### Plagiarism

Part of maintaining academic honesty includes avoiding plagiarism. In your work for this class and all others, you must cite sources if you use words or ideas that are not your own. This obviously includes quoted material, but it also covers works that may have inspired your thinking or ideas you build upon.

### Religious Holy Days

By UT Austin policy, it is required that you notify the instructor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will have an opportunity to complete the missed work within a reasonable time after the absence.

### Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. *(Note: Details of a student's disability are confidential. Faculty should not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.)*

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: [http://www.utexas.edu/diversity/ddce/ssd/for\\_cstudents.php](http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php)

### Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

#### Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

#### Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office gives you instructions.

#### Department Research Participant Pool

Study participation is an important part of the undergraduate experience at UT. It allows first-hand insight into what research should look like, sound like and feel like. As a result, all students in this course are invited to participate in two School of Advertising and Public Relations research studies. Completing study participation will count for extra credit in class. Studies will become available throughout the semester at <http://advertising.utexas.edu/research/pool>. Please be aware that you can only get credit once for a study. This means that if you have other classes with similar offers, you cannot seek credit for the same study in more than one class. Also note that you will not receive additional extra credit in this class for participating in more than one study.

#### Use of E-Mail for Official Correspondence to Students as well as Blackboard for Course Materials:

Plan on both being an essential part of how you keep up to date about course happenings. E-mail is an official mode of university correspondence. This means that students must monitor their e-mail for university and course-related information and announcements. This also means you have to be sure that UT has an accurate and functioning e-mail address. Instructions for updating e-mail addresses can be found at: <http://www.utexas.edu/its/policies/emailnotify.php>. Blackboard content is available on your personalized page at [courses.utexas.edu](http://courses.utexas.edu).

#### Course Outline

The tentative course outline below indicates the dates when assignments are due, topics will be discussed, and so on. Changes will most likely be necessary as clients' schedules shift and group projects

develop. The course structure will deliberately be fluid to encompass relevant current events and ensure that the class' educational needs are being met. Students will be held responsible for such changes, which will be announced in class and through e-mail. Due dates, however, are unlikely to change to make student planning as effective as possible.

## Schedule

Week	Month	Day	Topic	Notes	Assigned Work
1	Jan.	22	Class intro.		
		24	Challenging ideas		Assign: Sinek 'Start with Why'
2		29	Media future	Discuss Sinek talk	
		31	Idea generation	Group paperwork	
3	Feb.	5	Using models, measurement	Client preferences	Assign: graded pitches & plansbook
		7	Pitching, group work		Assign: ungraded pitch, due 14 Feb.
4		12	Class exercise		
		14	Ungraded presentations	Feedback on Bb	Due: ungraded pitch
5		19	Review and prep	Prepare for 1st pitch	
		21	Client intro		
6		26	Client intro		
		28	First pitches: insight		Due: first pitch
7	March	5	First pitches: insight		
		7	Discuss pitches & plansbook		
8		12	Indiv. essay/e.c. disc.		
		14	Group work		
off		19	Spring Break		
		21	Spring Break		Assign: indiv. essay, due April 11
9		26	Group work		
		28	Group work		
10	April	2	e.c.: job apps		
		4	Group work		
11		9	Group work		
		11	Group work		Due: indiv. essay, 4 p.m. to my office
12		16	Group work		
		18	Group work		
13		23	Group work		
		25	Group work		Due: plansbook
14		30	Major Pitch		
	May	2	Major pitch		
15		7	Discuss pitches		Due: both e.c.
		9	Grad. advice	Last Class Day	

Resources that may make your life easier and that you really should read to be effective

- \*Advertising Age: [adage.com](http://adage.com).
- \*AdWeek Web site: <http://www.adweek.com/aw/index.jsp>.
- \*Cialdini, Robert. *Influence: The Psychology of Persuasion*. William Morrow and Co: New York, 1993. Really, anything by Cialdini is worth reading. He does an excellent job of making scientific research interesting and accessible.
- \*New York Times "Media & Advertising" section:  
<http://www.nytimes.com/pages/business/media/index.html>.
- \*PR Watch Center for Media and Democracy: [www.prwatch.org](http://www.prwatch.org).
- \*Public Relations Newswire: [www.prnewswire.com](http://www.prnewswire.com).
- \*Public Relations Society of American Web site: [www.prsa.org](http://www.prsa.org).
- \*Steel, Jon. *Perfect Pitch*. John Wiley and Sons, Inc: Hoboken, NJ, 2007. I don't know if you can find a more useful book about persuading audiences through presentations. Looking forward in your lives, it's safe to say this is a skill worth practicing.
- \*Steel, Jon. *Truth, Lies, and Advertising*. John Wiley and Sons, Inc: New York, 1988. If nothing else, the free sample on Amazon.com is well worth your time.
- \*Strunk, William and E.B. White. *The Elements of Style*. Online at: <http://www.bartleby.com/141/>.
- \*von Oech, Roger. *A Whack On the Side of the Head*. Warner Books: New York, 1998. A compendium of exercises to encourage different thinking styles, useful for those needing a push to innovate.
- \*Young, James Webb. *A Technique for Producing Ideas*. McGraw-Hill Companies: New York, 2003. A short, useful discussion on developing creative solutions for those needing a push.