

Journalism 545
Advertising Campaigns
Spring 2012

INSTRUCTOR

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Please note: I do not keep office hours on campus but I am available to you by appointment either on campus or at my office.

TEXTBOOKS: Parente, Advertising Campaign Strategy,

COURSE OBJECTIVES: The ultimate objective is to encourage you to think and to develop skills that will help you in life. The primary tasks in front of you are the preparation and presentation of comprehensive, speculative advertising campaign for a client. For each campaign, this will include a strategic research phase, development of a plans book, finished creative (for both traditional advertising and other IMC tools), and a competitive presentation. Your work will be done in teams and the highest degree of professionalism is expected in the preparation of the campaign, in the quality of the final product, in the presentation of your ideas, and in your interactions with members of your team, with other members of your class, and with the client and their representatives.

COURSE STRUCTURE: The structure of this course is designed to allow you to function in groups and to work in typical advertising agency roles -- including account management, research and account planning, media planning, creative, and interactive media development. There will be various ways in which we spend our class time, but the focus of our time together will be on substantive discussions and conferences that help move these projects toward completion.

It is what goes on outside of class, however, that is the primary business of this course. Each team will be required to develop its own structure, set its own objectives and priorities, establish and meet its own deadlines, and solve its own problems.

It is understood that working in teams can sometimes be difficult in college courses. It is understood that everyone has responsibilities outside of this class. It is understood that both the standards and the pressure you will encounter in this course are high. It is understood that personality conflicts can develop and thrive under circumstances like these.

It is also understood that the focus is on the campaigns.

If you remain focused on the objectives, I believe you will find the group work in this course to be both rewarding and educational. And, I believe, the campaigns you develop in teams will ultimately be better than what you could produce individually.

CAMPAIGN PRESENTATION: Professional preparation and presentation of the assigned campaign is the primary emphasis of the course. After teams are assigned, students will develop a situational analysis, conduct research, set objectives, develop creative and media strategies, write and produce (through layout, copy, script, and storyboard stages) advertisements, publicity vehicles, and collateral materials, and recommend budgets and methods for measuring campaign effectiveness. Near the end of the semester, students will make an advertising agency-style presentation to the client, which reviews steps in campaign preparation, provides rationale for promotional recommendations, and introduces the proposed campaign.

INDIVIDUAL REQUIREMENTS: You will find out very quickly that if you do not stick to a fairly strict schedule you cannot complete the work required for the campaign. Occasionally we find groups who seem to believe that they can stay up all night in the week prior to the presentation and crank out brilliant work. It doesn't work that way. So that I can gauge your progress throughout the semester and be sure you are keeping on schedule, you will have to submit your work to me as we go along. I will inform you of specific deadlines for various parts of the campaign and you will be responsible for making sure the work is done and submitted in a professional manner. If you fail to meet one of these deadlines, your grade will suffer. If you submit shoddy work, your grade will suffer. The only way to produce thoughtful, professional work is to work in advance, usually well in advance. **You will be asked to submit reports of every meeting held by your group (including attendance) so that I may gauge your progress, and you will be graded on those reports.**

GRADING

Grade Scale

A = 90+ (or top 10% of class); B+ = 85; B = 80; C+ = 75; C = 70; D+ = 65; D = 60; F = below 60.

Project Weights

Instructor's Assessment of Individual's Team Contribution (1-10 points) = 20%

Campaign Milestones and Meeting Reports- (1- 10 points) 20%

Final Project—Campaign Presentation- 60% of your total grade

Peer Evaluation = 15%

Presentation to Instructor- 15%

Final Team Plans Book and A-V Presentation/Instructors Assessment = 30%

Peer Grading Procedure on Team Project Activities

To ensure that all team members do their fair share of the work, a peer grading procedure will be used at the end of the semester. Peer grading works like this. If half or more of the other members of the group feel that a student did not carry his or her weight, then that person's grade on all team project grades will be indexed off of the score of the hardest working person in the group. Example: If Person A was rated by other members of the group as not doing his or her fair share of the work, then that person's grade on the project will be based on an index of their "peer score" compared to the peer score for the highest rated person on the team. Thus, if Person A didn't do much work and received a score of "75" from his/her peers and Person B was the highest-rated person in the group with a score of "95," then Person A's grade on the project will be $75/95$ (.79) times the group grade. So, if the group's team grade was a 90, everyone on the team who carried his/her weight will receive a 90 but Person A will receive a project grade of $.79 \times 90$ or 71.1. The peer evaluation system is intended to prevent the occasional someone who doesn't do much from receiving the same grade as the other hard-working members of the team.

ATTENDANCE AND PARTICIPATION: The school believes that what happens in class is important to your education. School policy considers absences over 10% of the total classes excessive. For a class that meets twice weekly this means 3 absences. You are expected to be here on time and ready to work at each class time. During the first part of the class meeting, we will cover the mechanics and theory of campaign preparation and the remaining lab time is designated for actual work on the research and development of the campaign. In short, your presence is important (and required) at each session. I will deduct 10 points for each unexcused absence from class. In the event you must miss a session (e.g., illness, family emergency) you must contact me before the beginning of class for an absence to be considered excused.

CAMPAIGN OWNERSHIP: As a reward for their time and effort in working with our students, clients and client organizations are granted full ownership rights to the campaigns (and their contents) created in this class for no obligation or request for payment or credit to the students, professor, or school.