Instructor: Jeff McCarthy
Office: Our Classroom (Main 301)
Office Hours: Mondays between 5:15 – 6:00 pm and by appointment
Email: jdmccart@carrollu.edu

Course Description and Objectives

Welcome to the world of advertising! My goal for this class is to expose you to as many facets of advertising as possible, and allow you to use what you’ve learned to pitch a true advertising campaign to real clients.

Over the next three months we’ll work together to explore the many facets of advertising to discover what makes an effective campaign. Additionally, we’ll learn how agencies pitch their ideas to win new business, and to earn additional business from current clients.

Notice that I mention that we’ll do this “together”. I have little interest in simply standing in the front of the room and lecturing. Advertising is a collaborative business, and the next great idea can come from anyone. I hope our class time will be spent with lively discussion and an exchange of ideas and perspectives. Advertising is all around us, making it easy for all of us to have an opinion of what we see.

I’ve lined up a great group of guest presenters to share “real life” experiences and perspectives from Milwaukee-area advertising agencies. And I’ve assigned books to read that will serve you well for this class, as well as in your career. Combined with some video presentations, you’ll gain a solid foundation of knowledge to help you begin a successful advertising career.

At the end of our time together, you’ll have an opportunity to pitch a real advertising campaign to my colleagues and me from a local community bank, First Bank Financial Centre. My entire team will attend your presentations, and we’ll pick a winning campaign for the bank. I will be available as your instructor to assist with campaign development, but will sit through your presentations as a potential client. You’ll have the opportunity to “win new business”, which is the lifeline of any agency.

If you’re nervous about presenting, don’t be. You’ll have a couple of opportunities to work on your presentation skills throughout the semester. As Jeff Steinhour of Crispin Porter + Bugusky says in The Art of the Pitch, “There’s one immutable truth to the advertising business: best presenter usually wins. You can’t avoid this. It’s like a fireman being afraid to go to a fire. Can’t happen. Face it now and get good at it. Then get great at it.”

Ready to get started? Let’s dive in.
Course Text

The Art of the Pitch
*Persuasion and Presentation Skills That Win Business*
Peter Coughter

“I suggest that you think about presenting as an opportunity. An opportunity to share your thoughts with the audience—to give them the gift of you.”

The Art of Client Service
Third Edition
*52 Things Every Advertising and Marketing Professional Should Know*
Robert Solomon

“You need to begin every client relationship, and every client advertising effort, with a clear understanding of what the client wants to achieve.”

The Little Blue Book of Advertising
*52 Small Ideas That Can Make a Big Difference*
Steve Lance & Jeff Woll

“Taking care of your brand (building it, managing it, protecting it, and yes, if necessary, reviving it) is the single most important job you’ve got. What’s the easiest way to take care of your brand? Take care of your customer. Know who she is. What he wants. How she uses—and thinks about—your product, service, brand. It’s that simple. And that hard.”

Hidden Persuasion
*33 Psychological Influence Techniques in Advertising*
Andrews, Van Leeuwen & Van Baaren
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In Class</th>
<th>Assignment for Next Class</th>
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<tbody>
<tr>
<td>1</td>
<td>9/11</td>
<td>Introductions &amp; In-Class Activity</td>
<td>Read chapters 1-5, <em>Art of the Pitch</em></td>
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<tr>
<td>2</td>
<td>9/18</td>
<td>Quiz 1, Guest Speaker, <em>Hidden Persuasion</em></td>
<td>Prepare Presentation, <em>Hidden Persuasion</em></td>
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<td>Preview</td>
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<td>3</td>
<td>9/25</td>
<td>Individual <em>Hidden Persuasion</em> Presentations</td>
<td>Read chapters 6-11, <em>Art of the Pitch</em></td>
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<td>4</td>
<td>10/2</td>
<td>Quiz 2, Guest Speaker</td>
<td>Read chapters 1-21, <em>The Art of Client Service</em></td>
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<td>5</td>
<td>10/9</td>
<td>Quiz 3, Guest Speaker</td>
<td>Read chapters 22-52, <em>The Art of Client Service</em></td>
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<td>6</td>
<td>10/16</td>
<td>No Class- Fall Break</td>
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<td>7</td>
<td>10/23</td>
<td>Quiz 4, Guest Speaker, Client Briefing</td>
<td>Read chapters 1-17, <em>Little Blue Book of Advertising</em></td>
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<td>8</td>
<td>10/30</td>
<td>Quiz 5, Guest Speaker, Individual Presentations Assigned</td>
<td>Read chapters 18-41, <em>Little Blue Book of Advertising</em>, Prepare Individual Presentations</td>
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<td>9</td>
<td>11/6</td>
<td>Quiz 6, Individual Presentations</td>
<td>Prepare Creative Brief</td>
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<td>11</td>
<td>11/20</td>
<td>Quiz 7, View &quot;Art &amp; Copy&quot; and &quot;The Naked Brand&quot;</td>
<td>Develop Final Presentations</td>
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<td>12</td>
<td>11/27</td>
<td>View Episodes of &quot;The Pitch&quot;</td>
<td>Develop Final Presentations</td>
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<td>13</td>
<td>12/4</td>
<td>Open Date- Groups may schedule appointments with me to review projects</td>
<td>Develop Final Presentations</td>
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<td>14</td>
<td>12/11</td>
<td>Final Presentations</td>
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<td>15</td>
<td>12/18</td>
<td>Review of Presentations/Wrap Up</td>
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Course Policies

1. Class Participation: Don’t be afraid to think and contribute. We’re all learning together, and great idea generation comes from sharing and discussion. I would rather have you contribute to a discussion and share an idea vs. worrying about whether the answer is 100% accurate or the idea is spot-on.

In the world of advertising, attending a client meeting comes with the expectation that you are there to play a role and contribute. Otherwise, don’t bother coming. The same idea applies here: have an opinion or a point-of-view, and contribute often. Your grade depends on it, and it’s helping you build communication skills you’ll need in your career.

2. Attendance: It’s your decision to attend or not. By not attending class, you will miss out on opportunities that can impact your grade in a positive manner (class participation, quizzes, presentations, etc). But ultimately, as is the case when you have a job, it’s your decision to attend and/or be prompt.

3. Assignments, Quizzes & Presentations: You will not be allowed to deliver presentations on a date later than scheduled, nor will you be able to make-up a quiz. All quizzes will be taken at the beginning of a class period. If you miss that class, or arrive after the quizzes have been collected, you will not be allowed to make it up.

Please note: any presentation or written work that includes typos, grammatical errors, improper citations, or other editing mistakes will automatically lose points. An attention to detail is critical when working with clients, and is a practice best developed prior to beginning your career. So take the time to edit and proofread your work.

4. In-Class Professionalism: Conduct yourselves professionally at all times. This includes arriving to class on time, turning off electronic devices, refraining from personal conversations during class, and being respectful of your classmates, guest speakers, and me.

5. Statement on Academic Integrity: The Carroll University Academic Integrity Policy is located in your student handbook (https://my.carrollu.edu/ICS/Departments/Student_Affairs ). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

6. Disability Services: Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.
Grades (970 possible total points)

Class Participation (100 points)
I want you to constantly be thinking and be open to sharing your thoughts and points-of-view in class—it makes for a more healthy and productive learning environment. Idea generation and sharing are a constant moving, back-and-forth highway. I’m after conversation and dialogue, not a weekly monologue.

Contribute and share. It will help you and others, not to mention your grade is partially dependent upon it. So don’t be a fly on the wall. Participate in class discussions and ask questions—your class experience will be more fun when doing so!

Quizzes (10 points each, 70 points total)
We will have 7 weekly quizzes on the assigned reading from the required texts. These quizzes will all be done prior to your group projects so that you’ll have the benefit of the authors’ insights and recommendations as you work on your advertising campaign. The books are engaging and easy to read (no traditional textbooks here) and will serve you well as you begin your career.

Individual Presentations (100 points each, 200 points total)
You will have the opportunity to present in front of the class twice. The goal of these presentations is to make you comfortable speaking in front of a group of people—just like you’ll need to do throughout your career. I want you to focus on how you’re delivering the information. If you simply read from a PowerPoint, you’re going to bore the class, and your grade will reflect that. Get creative and be engaging. Teach us something, and you’ll learn a lot yourself.

Creative Brief (100 points)
As a pre-cursor to your group presentation, each group will be asked to write and share a creative brief for the campaign to the client (me). Your brief will be shared with me alone (not in front of the class) and you will have the opportunity to ask questions and gauge the appropriateness of the direction you’re taking. Your grade will be based on the written brief you present, but also on the questions your team asks and the discussion that ensues.

Group Presentation (500 points)
This is the culmination of the things you’ve learned throughout the semester. Pitch an actual client (my team and me) an advertising campaign to drive business. Show us what you’ve learned, and create something I’d be proud to share with my company’s CEO.

Details of your project include, but may not be limited to:
- A briefing by the client (me) on the assignment for the campaign. Be prepared to ask questions to gain the insight you’ll need to generate a breakthrough idea.
- Develop a full pitch presentation to be given in front of the client and the class.
- Decide if research is necessary, keeping in mind that research does not always have to be extensive or cumbersome. Informal research and temperature checks may be effective in building your case.
- This is an actual pitch, so your presentation should not be read—it should be presented. It should be full of energy and appropriately entertaining.
• You have two primary goals: First, develop a recommendation that achieves the client’s objectives. Second, sell the work. Great ideas that are not sold or communicated effectively don’t get bought. How you say it is as important (if not more so) than what you say.

• In addition to presenting your creative and marketing plan, you will be asked to include materials as a leave-behind. Your final grade will be comprised of:
  o Thoroughness and rationale of the ideas presented
  o Effectiveness of the presentation itself
  o Final packaging of the materials in the leave-behind

• Quote opinions directly and cite information from secondary sources properly. While the ideas and recommendations come from you, they can/should be supported by any research or findings you uncovered. Doing so helps build credibility for your argument.

More details on this project will be provided throughout the semester.

Final grades will be assigned using the following scale:

A: 902—970 points (93—100%)
A/B: 854—901 points (88—92%)
B: 815—853 points (84—87%)
B/C: 757—814 points (78—83%)
C: 679—756 points (70—77%)
D: 582—678 points (60—69%)

*The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).*