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Fall 2015

MKT 3580

Dong-Jun Min
University of New Orleans

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MKT 3580: ADVERTISING
Course Syllabus - Fall 2015

Instructor: Dong-Jun (DJ) Min, Ph.D.
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Office: Kirschman Hall, Room 343B
Office Hours: Monday, 4:00pm – 6:00pm; Wednesday and Friday, 9:00am - 11:00am
Contact Notes: Walk-in during office hours are welcome. However, it is preferable that you request an appointment to ensure that you are able to meet me at your convenience. I am also happy to meet with you at an agreeable time outside of office hours. Please request an appointment via email.

CLASS INFORMATION

Time: Monday; 6:00 pm – 8:45pm
Location: Kirschman Hall, Room 224

REQUIRED TEXT AND COURSE MATERIAL

Textbook: Lane, King and Reichert, *Kleppner's Advertising Procedure* (18th Edition), Prentice Hall (ISBN-10: 0136110827 • ISBN-13: 9780136110828)

Other: Supplemental materials posted on Moodle and/or distributed in class.

COURSE DESCRIPTION

This course presents an overview of the nature, function, practice, and social, economic, and behavioral aspects of advertising. Emphasis is placed on understanding the communication development process and consumer behavior (psychology), and developing appropriate media plans. This course examines advertising via various media - print, digital, video, TV, Internet, etc.

COURSE OBJECTIVES / EXPECTED LEARNING OUTCOMES

The goal of this course is to provide students with an introduction to the role of contemporary advertising in today's business world. More specifically, students will be encouraged to think about what advertising is, how it works, how it is developed, and the controversies surrounding its use. Within practical limits, the instructor will bring the past and current world of advertising into the classroom for observation, discussion, and evaluation.

Upon completion of this course, the student should:

- Recognize the critical role advertising plays in marketing.

- Understand consumers and their behaviors during their purchasing process.
- Possess an initial understanding of effective techniques for communicating sales and branding messages using traditional and non-traditional media.
- Better understand theory and the role of research concerning the effectiveness and operation of advertising.
- Be better able to design and evaluate persuasive advertising campaigns.
- Recognize the ways in which diverse audiences impact the advertising process
- Understand the relevance and importance of ethical practices in advertising.
- Strengthen critical-thinking skills and the ability to formulate creative solutions.

CHANGES TO THE SYLLABUS

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. You are responsible for keeping up with all assignments, even if you miss the class in which an assignment was announced.

CLASS CANCELLATION POLICY

If the University is closed on the day of a scheduled exam, the exam will be held on the next class day. If classes are cancelled the class day before an exam is scheduled, the exam will be rescheduled with the new date announced during the next class meeting. If class is canceled by the instructor, a notice will be sent to students via email and will also be posted on Moodle.

ASSIGNMENT AND EXAMINATION MAKE-UP POLICY

Exam dates and assignment due dates are listed in the course schedule at the end of the syllabus. No assignment will be accepted late for any reason. If an assignment is not turned in by the due date, you will receive 0 points for that assignment. If you are absent when an assignment is due, it is your responsibility to make arrangements to get your assignment to the instructor. Make-up exams will not be given under any circumstance. Please plan ahead and mark your calendars for exam dates listed in the syllabus; do not schedule other appointments on exam days. Failure to take an exam on the scheduled day/time will result in a grade of zero.

The only exception to this rule for exams is if you can provide documentation (which will be verified) stating that you have a medical, personal or family emergency that prevents you from attending class. For example, a doctor's excuse must state that you were unable to attend school on the exam day and must include a contact number. A time stamp from Student Health Services is not sufficient. Academic dishonesty procedures will be instituted if documentation is falsified.

If you arrive late for an in-class exam, you will be allowed to take the exam provided no student has left the classroom. However, you will not be given any extra time to complete the exam (when the scheduled class period ends, you must hand it in).

CLASS CONDUCT

This is a professional business class in which a major portion of learning will take place by actually practicing business principles. Mutual respect is expected when the professor or a fellow classmate has the floor during class. Specifically, “do unto others as you would have them do unto you.” Please show respect when I or others are presenting, asking questions, or making comments that contributes to the class discussion. All students must adhere to the following guidelines:

- Do not read the newspaper, work the crossword puzzle, or do assignments for other classes while in the classroom. In addition, please do not engage in side conversations with your neighbors during class. In order to learn, everyone must listen and be able to hear.
- On days that you are presenting, you are expected to dress in professional/business attire.
- All cell phones and electronic devices are to be turned OFF prior to entering class.

Any student exhibiting such conduct may be either temporarily or permanently removed from the classroom.

GRADING POLICY

The University of New Orleans has implemented a full-letter system for course grades. Based on your final percentage, as calculated below, grades will be allocated as follows:

| | |
|-------------|---|
| ≥ 90% | A |
| 80 – 89.99% | B |
| 70 – 79.99% | C |
| 60 – 69.99% | D |
| ≤ 59.99% | F |

Your final grade in this course will be based on the following:

| | Percentage | Points |
|----------------------------------|-------------|-------------|
| 3 Exams | 60% | 360 |
| Individual Assignments | 15% | 90 |
| Group Presentation | 15% | 90 |
| Attendance & Class Participation | 10% | 60 |
| Total | 100% | 600 |
| <i>(Extra Credit)</i> | <i>(2%)</i> | <i>(12)</i> |

Please note: I do not adjust grades or offer additional make-up assignments at the end of the semester.

EVALUATION AND ASSIGNMENT DETAILS

1. Exams (360 points maximum = 60% of course grade):

Each of the three in-class exams (each exam is worth 20%) will be in multiple choice and/or short answer format. Textbook readings and all materials covered in class, such as supplemental readings, handouts, lectures, discussions, and special presentations, are all subject to being covered on the exam. Note that there will not be a comprehensive final exam in this course.

Please carefully review the Assignment and Examination Make-Up Policy section of this syllabus.

2. Individual Assignments (90 points maximum = 15% of course grade):

Throughout the semester, each student will write 6 individual essays (maximum two-pages, Single-spaced, 12-point Times New Roman font, normal margins) on various topics selected by the instructor.

Please check the due dates for assignments in the Course Schedule section of this syllabus.

The tentative topics for each individual assignment (15 points maximum per assignment) is as follows:

| Assignment | Topic |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| #1 – History of Advertising | After completing your readings, compose a summary that reflects on the evolution of advertising. Answer the following questions: <ul style="list-style-type: none">• What is your definition of advertising?• What surprised you and what have you learned?• What era influenced advertising the most? Why?• Did the era that influenced advertising have a positive or negative influence?• What has had the greatest impact on the way advertising has evolved?• What specific characteristics or styles do you notice that make historical ads different from advertising today? |
| #2 – Purchasing Self Reflection | This week, reflect on advertising as it effects what you buy. Compose an essay assessing your purchasing decisions. Answer the following questions: <ul style="list-style-type: none">• What influences me to make a purchase?• What types of advertising do I pay attention to? Which advertisements do I not pay attention to? Of these two types of advertisements, which ones do I feel were meant for me based on my age, gender, race, income and daily life patterns?• How could these advertisements attract me to the product better? |

| | |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>#3 – Advertisement Research</p> | <p>Select a product in which you are familiar with and research the company that makes that product. Compose an essay in which you examine the product's advertising strategy including:</p> <ul style="list-style-type: none"> • Brief summary of the company that makes the product • Where have you seen this product advertised? • What is the message of the advertisement? • Who is the intended audience? • After researching the product/company further what other forms of media do they use? • Were the messages the same across all forms of media? • Were their advertisements effective? Why or why not? |
| <p>#4 – Ethics in Advertising</p> | <p>Visit the following websites - please note that these ads may be offensive to you personally, but please view them with a critical advertising eye.</p> <ul style="list-style-type: none"> • Dolce & Gabbana (http://www.flickr.com/photos/kennethinthe212/203122608/) • Federici Ice Cream (http://www.independent.co.uk/news/media/advertising/iccream-firm-antonio-federici--vows-to-defy-ban-on-pregnant-nun-advert-2079814.html) • Jobs In Town (http://adsoftheworld.com/media/ambient/jobsintown_de_t he_ ass_kisser_project?size= original) <p>Select one advertisement and then answer the following questions:</p> <ul style="list-style-type: none"> • Is the ad offensive to you? • What is offensive about the ad? • Is the ad effective for their intended audience? • What is offensive advertising to you? Strong language? Nudity? Racism? Where do you draw the line and why? <p>Additionally locate one advertisement (beyond the three provided) that you would deem “offensive” (include the link to the ad in your assignment) and then answer the following questions:</p> <ul style="list-style-type: none"> • Describe the elements of the ad that made you decide it was offensive. • Would the intended audience disagree? • How does this ad push the limits of ethical advertising and social responsibility? |

| | |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>#5 – Social Network Journal</p> | <p>At the beginning of week 7, subscribe to one of the following social networking sites (if you aren't already subscribed): Facebook, Twitter or a highly trafficked RSS feed or Blog. During the week, visit the site multiple times each day and log the advertising that is displayed. Towards the end of the week, begin to compose a summary that analyzes the ads you have logged and the relationship between those ads and yourself.</p> <p>Submit a synopsis of the ads that were prevalent on your social site and interpret their significance to you. Take screenshots if necessary. Compose an analysis that answers the following:</p> <ul style="list-style-type: none"> • Are these ads engaging? Geared toward your likes and dislikes? • Are these ads that have been passed along from friends of yours on the site? • Where there differences in ads on homepages vs. subpages of the site? • What is the overall relationship of these ads to yourself? |
| <p>#6 – Media Buying Plan</p> | <p>Please imagine that you are an account representative in a local advertising agency. Your client, Happy Water Springs, has given you the task of developing a media plan for their new Waterpark. Happy Water Springs is:</p> <ul style="list-style-type: none"> • Indoor/outdoor Waterpark, game room with Wii and Xbox One, 3 restaurants, 2 bar/lounges, indoor miniature golf and hotel • Located in Minneapolis, MN • Open all year round • Room rates vary, admission to Waterpark included in cost of room • Day passes \$25 for off season, \$55 in season • Off season October-May, in season June-September. • Near Mall of America and airport <p>For your assignment, compose a brief media buying plan that suggests to your client:</p> <ul style="list-style-type: none"> • Which media do you suggest they use, choose at least three different medias and explain the pros and cons of each. • Indicate desired times, frequency, publication dates and rate discounts they should take advantage of. • Support your recommendations by affirming your choices with the demographics of the target market they need to reach. |

3. Group Presentation (90 points maximum = 15% of course grade):

The purpose of the group project is to give you experience in applying the knowledge you learned in class to a specific marketing situation of your choice, and present the findings to the class.

Important note: You will self-select into groups (3 members per group) during the second week of the semester. All problems arising within the group related to relative contributions of group members are to be handled internally; this is an essential part of the group project experience. However, you will have the opportunity to evaluate your group members based on the quality and quantity of their contributions. Note that your grade can go up or down based on these evaluations.

The basic steps required for the project is as follows:

- 1) Identify an advertisement that you deem as ineffective.
- 2) Do a brief background research of the company and product/service being advertised.
 - a. What is the product/service being advertised?
 - b. Where have you seen this product advertised?
 - c. Who is the intended audience?
 - d. What is the message of the advertisement?
- 3) Identify a few reasons why you think their advertisements were ineffective.
 - a. This can be descriptive based on your current understanding of the situation or from company literature or research based on published sources or through primary research.
 - b. If your group decides to conduct primary research, you may choose any research technique, such as in-depth interviews, focus group, content analysis, observation, surveys, photograph analysis, film documentary, or a combination of methods.
- 4) Analyze the results and come up with some recommendations. Specifically,
 - a. Create a new advertisement utilizing either Microsoft Publisher, PowerPoint or Word and put together a one page ad meant for print, or for a website (non-motion).
 - b. Compare your ad to the original advertisement that you selected and creatively present the inspiration and rationale behind the 'upgrades' that you made.
 - c. Describe the results that you expect to achieve based on the proposed changes.

It is in your best interest as a group to select an advertisement as early as possible. Please talk to me well in advance so that I may approve an advertisement for you to research and present. I will be happy to give you input on narrowing down a list of potential ads.

Group Presentation Details and Important Dates:

- 1) **Presentation Proposals** (10 points) are due on Monday, September 21st. The main purpose of the proposal is to get you started on the presentation and to get feedback from me. The proposal should provide a brief summary of the advertisement chosen by the group, the issues surrounding the selected advertisement (i.e., why is the ad ineffective? what is your proof?), and propose a research methodology. The proposal should be a maximum of 3 pages (double-spaced, 12-point Times New Roman font, normal margin) excluding references.
- 2) **Presentations** (80 points): All group projects will be presented during the last week of the semester (Week 16). An electronic copy of your PowerPoint presentation is due on Monday, November 23rd. Presentations will be graded by the criteria stated below. Please plan for a 20 minute presentation.

Grading Criteria for the Group Presentation (See Evaluation Form on page 15-16):

*The first slide must include a project title, the “group” number, and all participating “group member” names (first and last names).

A. Overview (10 points): Provide an overview of the selected advertisement

- You may include other recent research about the company if needed (e.g., facts, trends, statistics, etc.). Sources must be cited on each slide in the footer and a complete bibliography must be included as the last slide.

B. Issue Analysis (20 points): Identify the reasons why you think the advertisement is ineffective

- The issues that you identify may be based on either primary or secondary research.
- You must provide evidence showing that the ad is currently ineffective.

C. Recommendations (20 points): Based on what you have learned in class, apply the concepts and theories to generate well thought recommendations to the company regarding their advertisement.

- You must provide theoretical support for each and every recommendation that you make.

D. Discussion (5 points): Pose 2-3 questions to the class to invoke discussion/debate about your advertisement.

E. Interesting and Engaging (5 points): Students are expected to prepare their presentations in a way that will engage other class members. All presenters should act interested in the information being covered. Please speak clearly, make eye contact with the student audience, and do not read directly from the powerpoint slides or from a book. Presenters may use note cards for thought organization.

F. Visuals (5 points): During your presentation, use visuals, music, or audio to illustrate your topic. This may include advertising/promotional examples related to your topic or Internet sources (e.g., YouTube).

G. Material Submission (5 points): An electronic copy of your PowerPoint presentation is due on Monday, November 23rd. No points will be given for materials that are submitted after the submission deadline.

H. Peer Evaluation (10 points): During each presentation, your classmates will also be grading your presentation on the following four dimensions.

- Communication Skills: Voice, Eye contact, Clarity, Posture, Professionalism
- Issue Analysis: A reflection of the issues identified, and the creative resolution of these issues.
- Organization: Slides, Sequence, Time management, Transitions, Preparation
- Visual Appeal: Layout of Slides, Uniformity and Clarity

4. Attendance and Class Participation (60 points maximum = 10% of course grade):

It is important that you attend and come to class prepared. You are expected to attend class and to have read and be prepared to discuss all assigned materials. Be prepared to be cold-called to answer questions from the readings. Moreover, you are encouraged to discuss your own experiences and observations as consumers, as they apply to the course material. Quality of contributions matter as much or more as quantity (e.g., taking up air time) in this course. Please be thoughtful and concise in your class participation, and respectful of others during discussion / debate.

Attendance and Class Participation will be graded by the criteria stated below:

- 1) **Attendance** (20 points): You will mark your own attendance on your name cards during every class session (this will be described in greater detail in class). It is your own responsibility to mark your attendance each day. If you forget to do so, you will be marked absent for that class session. There are no exceptions to this policy.

You may miss a maximum of two class sessions without points deducted from your final grade. However, 5 points will be deducted for each absence beyond the two allotted excused absences (beginning with the third absence).

- 2) **In-class Participation** (10 points): You will also evaluate and mark your own class participation on your name cards during every class session (this will be described in greater detail in class). It is your own responsibility to mark your class participation score each day. Points from each class will be averaged to calculate individual “in-class participation” grades.
- 3) **Group Participation** (30 points): In view of the extensive teamwork involved in this course, confidential and candid peer evaluations will be used to apprise the instructor of the extent to which each team member contributed effectively to assigned group projects and activities. On the last day of class, each student is to submit an itemized peer evaluation form, assigning points to each member of his/her team. If a student fails to submit his/her peer evaluation on time, 5 points will be deducted from his/her score. Points from each group member will be averaged to calculate individual “group participation” grades.

5. Extra Credit Opportunities (12 points maximum = 2% addition to final course grade):

- 1) One option for extra credit is to earn research credit points by participating in faculty members’ research projects. Through participating in research you will learn how researchers acquire new knowledge that they then convert into principles that you read about in your textbooks. The researcher projects that you will choose from will be in the domain of Management, Marketing, Psychology, or Hotel, Restaurant, and Tourism. The data you provide will be used purely for academic research and not for any commercial purpose.

To participate in these studies, you need to first register at <https://uno-bus.sona-systems.com> by Monday, August 31st. Various studies will be posted and announced there. Each survey that takes up to 30 minutes will be considered to be 2 research credit point. You can earn up to 10 research credit points from this course, which is equivalent to up to 2.5 hours of research participation (You’ll also earn 2 research credit point by completing the prescreening survey). Your research credit points will be posted on Sona Systems within a week after you participate

in the study, so you need to ask each researcher, not your instructor, about your research credit status. By Tuesday, December 1st, you also need to allocate all of the research credit points you'll earn among multiple courses if you are enrolled for more than one course that is listed on Sona Systems.

- 2) If you cannot participate in the regular research activities mentioned above, you have an option to earn research credit by reading an academic journal article (e.g., Journal of Consumer Research, Journal of Marketing) which is assigned by your instructor and then writing a thought paper on the assigned reading. To use this writing option, you are required to show documents to your instructor why you could not participate in other regular studies (e.g., medical emergency during the semester).

Note: You are under no obligation to participate in these research studies or write additional papers. Not participating in any studies or writing papers will not prejudice you or affect your grade except that they cannot be counted as one of your extra credit activities if you do not participate. Rather, your participation can help to improve your final grade because the research credit points will be added up to your final grade.

Extra credit opportunities will be available until the last day of the class.

STUDENTS WITH DISABILITIES

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

UNIVERSITY ACADEMIC HONESTY POLICY

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

**COURSE SCHEDULE
(INCLUDING ASSIGNMENTS AND DUE DATES)**

Note: Dates and Assignments are tentative and subject to change.

| Week | Date | Topic | Assignment Due |
|-------------|-------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1 | Aug 24 (M) | Course Introduction What is Advertising? | Read Chapter 2 |
| 2 | Aug 31 (M) | The History of Advertising How does Advertising Work? | Read Chapter 1 Read Chapter 3 Nametag Due Assign Groups Group Info Sheet Due |
| 3 | Sept 7 (M) | NO CLASS – Labor Day holiday | |
| 4 | Sept 14 (M) | How does Advertising Work? The Business of Advertising | Read Chapter 5 Individual Assignment #1 Due |
| 5 | Sept 21 (M) | Advertising Research Target Audiences & Segmentation Exam Review | Read Chapter 15 Read Chapter 4 Individual Assignment #2 Due Project Proposals Due |
| 6 | Sept 28 (M) | Exam 1 Group Presentation Work Day | Chapters 1, 2, 3, 4, 5, 15 |
| 7 | Oct 5 (M) | Exam 1 Result Review Creative Strategy | Read Chapters 16 and 17 Individual Assignment #3 Due Mid-Course Evaluation |
| 8 | Oct 12 (M) | Creative Execution Considerations | Read Chapters 19 and 20 |
| 9 | Oct 19 (M) | Social, Legal, and Ethical Considerations | Read Chapters 21 and 24 |
| 10 | Oct 26 (M) | Marketing Week – Guest Speaker Exam Review | TBA |

| | | | |
|-----------|-------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 11 | Nov 2 (M) | Exam 2 Group Research Work Day | Chapters 16, 17, 19, 20, 21, 24 |
| 12 | Nov 9 (M) | Exam 2 Result Review Media Strategy Print Considerations | Read Chapter 7 Read Chapters 10 and 11 Individual Assignment #4 Due |
| 13 | Nov 16 (M) | Broadcast Considerations | Read Chapters 8 and 9 Individual Assignment #5 Due |
| 14 | Nov 23 (M) | Digital and Social Considerations Out-of-Home Considerations Exam Review | Read Chapter 13 Read Chapter 12 Individual Assignment #6 Due Submit PowerPoint Presentations |
| 15 | Nov 30 (M) | Exam 3 Preparation Time for Group Presentation | Chapters 7, 8, 9, 10, 11, 12, 13 |
| 16 | Dec 7 (M) | <i>Group Presentations</i> Course Wrap-Up | Submit Evaluations for Group Presentations Submit Peer Evaluations for Group Participation Course Evaluation |

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GROUP INFORMATION SHEET

Group Member List:

| Name | Contact |
|----------|---------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |

Group Contact Person:

Name: _____
Phone: _____
Email: _____

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GROUP PARTICIPATION - PEER EVALUATION

GROUP # _____ PRESENTATION TITLE: _____

You have 10 points for every member of your group. This means that if there are 3 people in your group, you have 30 points. If there are 4 people in your group you have 40 points.

Allocate the total number of points that you have among the group members according to their effort and contribution to the entire project. Remember, this covers the whole project and it can affect others' grades so take your time and think through everyone's involvement carefully. Your allocation should take into consideration each group member's attendance at group meetings, timely completion of assigned tasks, efforts to improve quality of project, and cooperation with group members.

Print each person's name on one of the blank lines under NAME. **Be sure to include yourself.** Then calculate the number of points available to you using the formula shown above. Then allocate the total number of points you have available and enter the result on the POINTS line for that person. Make any specific comments you wish to, either to justify the points allocated to a group member or if you think it is relevant to their evaluation.

TOTAL POINTS AVAILABLE:

Number of people in group _____

Multiply by 10 X 10

Total number of points to allocate _____

| NAME | POINTS | COMMENTS |
|-------|--------|----------|
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| _____ | _____ | |
| TOTAL | _____ | |

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GROUP PRESENTATION - INSTRUCTOR EVALUATION

GROUP # _____ PRESENTATION DATE: _____ PRESENTATION TITLE: _____

| | briefly mentioned subset of the required components or did not include | mentioned components without solid grasp or ownership of the concepts | included all components with an adequate grasp of the concepts, with little elaboration | covered all components with some elaboration | thoroughly covered all components with elaboration and ownership of the concepts | Total |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------|-------|
| 1) Overview - Background research of company/offering/ad - Support for findings | 2 | 4 | 6 | 8 | 10 | |
| 2) Issue Analysis - Research method - Summary of findings | 10 | 12.5 | 15 | 17.5 | 20 | |
| 3) Recommendations - Development of new ad - Theoretical support and expected results | 10 | 12.5 | 15 | 17.5 | 20 | |
| 4) Discussion -Development of thought-provoking discussion questions or class activity | 1 | 2 | 3 | 4 | 5 | |
| 5) Interesting and Engaging | 1 | 2 | 3 | 4 | 5 | |
| 6) Visuals | 1 | 2 | 3 | 4 | 5 | |
| 7) Material Submission | NO = 0 | | | YES = 5 | | |
| Comments: | | | | Grand Total: _____ out of 70 | | |

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GROUP PRESENTATION - PEER EVALUATION

GROUP # _____

PRESENTATION DATE: _____

PRESENTATION TITLE: _____

What I liked about the presentation:

What I didn't like about the presentation:

The overall group presentation score should be: _____ out of 10

- Communication Skills: 0 1 1.5 2 2.5
- Issue Analysis: 0 1 1.5 2 2.5
- Organization: 0 1 1.5 2 2.5
- Visual Appeal: 0 1 1.5 2 2.5

Grading Criteria for the Group Presentation:

- Communication Skills: Voice, Eye contact, Clarity, Posture, Professionalism
- Issue Analysis: A reflection of the case issues identified, and the creative resolution of these issues.
- Organization: Slides, Sequence, Time management, Transitions, Preparation
- Visual Appeal: Layout of Slides, Uniformity and Clarity