



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009

NEXT REVIEW: 2013-2014

STATUS: A

COURSE TITLE: Advertising

COMMON COURSE NUMBER: MKA 1511

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS: 3

(Voc. Course ONLY)

Lecture: **3**

Lab: **0**

Clinic: **0**

Other: **0**

PREREQUISITE(S): None

COREQUISITE(S): None

PRE/COREQUISITE(S): None

COURSE DESCRIPTION: This course introduces the use of promotional strategy and marketing communications in achieving marketing objectives. It focuses on how product features/benefits can be translated into promotional appeals that will influence customer purchasing behavior. Topics include promotional objectives, product positioning, selecting media, creative analyses, budgeting and measuring promotional effectiveness. As a learning activity, students prepare an advertising campaign for a product, business, or not-for-profit organization. Students will have the opportunity to participate in Delta Epsilon Chi activities.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area

UNIT TITLES

1. Background and Role of Advertising
2. Advertising Campaign Concept
3. Strategic Planning and Budgeting
4. Media Strategy
5. Advertising Production
6. Advertising Agencies

EVALUATION:

Students may be evaluated using a combination of the following: Quizzes, Exams, Tests, Performance in state, regional, and local competitions, Presentations, Portfolios, Discussions, Class Participation, Attendance, Projects, Co-ops, Internships, Practicums, Externships, and Research Reports.

*** *Complete the following only if course is seeking general education status* ***

GENERAL EDUCATION Competencies and Skills *:

Please highlight in **green** font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Write clearly and coherently	
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	
6. Apply problem solving techniques to real-world experiences	
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	
12. Practice ethical behavior	
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	
15. Contribute to the welfare of the community	

* *General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*

UNITS

Unit 1. Background and Role of Advertising

General Outcome:

- 1.0 The students shall be able to relate and appreciate the historical role of advertising in society, how advertising contributes to society, and the use of advertising to attain marketing goals.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 1.1 Delineate the early formation of advertising in the U.S.
- 1.2 Compare and contrast media of the 1800s with present media.
- 1.3 Differentiate national from local advertising.
- 1.4 Differentiate between the various types of advertising.
- 1.5 Suggest advertising strategy at the three- product acceptance stages of pioneering, competitive, and retentive.
- 1.6 Explain why advertising strategy must be consistent with the advertising special/product acceptance stage.
- 1.7 Compare and contrast response with delayed response advertising.
- 1.8 Describe the economic competitive pressures that marked the "positioning era."
- 1.9 Apply the concept of positioning to advertising.
- 1.10 Predict the impact of increased pressures for social responsibility on advertising.
- 1.11 Explain the evolution of Integrated Marketing Communications.

Unit 2. Advertising Campaign Concept

General Outcome:

- 2.0 The students shall be able to plan an entire advertising campaign starting with marketing objectives and ending with evaluation procedures.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 2.1 Define and write marketing objectives.
- 2.2 Define and write advertising objectives.
- 2.3 Differentiate between marketing and advertising objectives.
- 2.4 Chronicle how advertising fits into the overall marketing picture and is used as a strategic tool to achieve marketing objectives.
- 2.5 Distinguish among marketers on the basis of their use of advertising strategy to achieve marketing objectives.
- 2.6 Recognize how understanding advertising strategies can help you, both as a business person and as a consumer.
- 2.7 Relate the role advertising can play in determining the outcome of social, political, and environmental controversies.
- 2.8 Explain why some expensive advertising campaigns have been unsuccessful.

Unit 3. Strategic Planning and Budgeting

General Outcome:

- 3.0 The students shall be able to demonstrate competence in planning a strategic promotional program concomitant with a realistic, supportive budget.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 3.1 Describe how to start a marketing/advertising program by clarifying the organization's overall goals.
- 3.2 Describe how to conduct a market position review to identify a product's problems and opportunities.
- 3.3 Outline the basic information that shall be included in a written marketing plan.
- 3.4 Detail some reasons why different advertising strategies might stress "awareness" or "acceptance" rather than trying to promote actual sales of a product.
- 3.5 Apply consumer behavior principles in developing wise, creative and media strategies for an advertising plan.
- 3.6 Explain why non-advertising executives often fear and mistrust ad budgets.
- 3.7 Differentiate between those business costs that can and cannot be properly charged to the advertising budget.
- 3.8 Identify some of the problems that may result from either underspending or overspending for advertising.
- 3.9 Describe the pros and cons of the "percentage-of-sales" budgeting method.
- 3.10 Describe the pros and cons of the "competitive parity/share-of-advertising" budgeting method.
- 3.11 Describe the pros and cons of the "affordable" approach to budgeting.
- 3.12 Describe the pros and cons of the "objective" or "task" budgeting method.
- 3.13 Describe the pros and cons of the "break-even" method of budgeting.

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Unit 4. Media Strategy

General Outcome:

- 4.0 The students shall be able to develop competence in the use of advertising media to attain marketing and communications objectives.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 4.1 Describe the need for both "specific" and "intuitive" media planning in meeting marketing/advertising objectives.
- 4.2 Explain the importance of selecting proper media to reach the target customer.
- 4.3 Distinguish among print, broadcast, direct mail, specialty, out-of-home, point-of-purchase, and miscellaneous media.
- 4.4 Explain how media are classified by type, vehicle, and audience.
- 4.5 Compute media cost-per-thousand readers.
- 4.6 Describe methods of making intermedia cost comparisons.
- 4.7 Identify who makes the media decisions on both the agency and client side.
- 4.8 Describe the various processes of buying media time and space.
- 4.9 Understand how media objectives are set.
- 4.10 Define reach, frequency, and continuity, and explain how they interrelate.
- 4.11 Discuss some of the generally accepted principles of media strategy.
- 4.12 Develop a proper media plan.
- 4.13 Discuss future trends that will affect media planning and strategy.
- 4.14 Identify the advantages of direct mail in comparison to other media

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Unit 5. Advertising Production

General Outcome:

- 5.0 The students shall be able to develop competence in planning and the actual production of both print and broadcast media.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 5.1 Explain and describe the relationship of copywriters' and art directors' work in making ads.
- 5.2 List four important questions to ask in evaluating a creative concept.
- 5.3 Recognize properly and improperly written headlines, subheads, and body copy.
- 5.4 List five important questions to ask in evaluating copy.
- 5.5 Describe the function of the art director in the creation or use of: Effective layouts, Setting an appeal in print, Photography, Illustrations, Type for impact and involvement.
- 5.6 List four important questions to ask in evaluating a layout.
- 5.7 Describe the process of the creation of a four-color ad from job order through concept, copy, layout, cost estimate, type selection, choice of a photographer, supervision of the selection, supervision of the shooting, retouching, creation of mechanical, and fine production.
- 5.8 Narrate how the print production process works.
- 5.9 List at least five reasons why it is difficult to create an effective T.V. commercial.
- 5.10 Describe the processes involved in developing a storyboard and script for a T.V. commercial.
- 5.11 Develop an effective T.V. commercial by conceiving a believable claim, setting a rational or an emotional mood, choosing a format, and employing various technical tools.
- 5.12 Contrast the production of radio commercials with the production of other media ads.
- 5.13 Discuss the production of a radio commercial that has impact.
- 5.14 List six questions needed to evaluate a radio commercial.

Unit 6. Advertising Agencies

General Outcome:

- 6.0 The students shall be able to develop competence in selecting and utilizing an advertising agency that will act as a consultant in promotional strategy.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the students shall be able to:

- 6.1 List reasons why firms use the services of advertising agencies.
- 6.2 Compare and contrast centralized and decentralized department structure in the advertising field.
- 6.3 Describe the strategies a smaller advertiser should use in finding an ad agency.
- 6.4 Describe a proper strategy in the preparation and evaluation of an ad agency presentation.
- 6.5 Discuss some of the reasons why agency/client relationships often deteriorate, and suggest tactics the client can use to avoid this deterioration.
- 6.6 Discuss the rewards of a career in an advertising agency.
- 6.7 List the major services performed by full-service agencies.
- 6.8 Explain how a house agency operates, and describe the advantages and disadvantages of the house-agency structure for the parent firm.
- 6.9 List the major services performed by specialized agencies, and tell how they are organized to perform those services.
- 6.10 Diagram an organization chart for both a small and large agency.
- 6.11 Describe some of the internal management problems an agency faces, including problems connected with compensation, cash flow, and politics.
- 6.12 Describe in detail how an agency bills client services at a profit.
- 6.13 Compare and contrast the benefits of the commission system and the fee system, from the perspective of both the client and the ad agency.
- 6.14 List at least five strategies agencies can employ to maintain healthy, profitable account relations.