Please read all the information provided here carefully and reach out with any additional questions and concerns!

Course overview:

“Advertising is a lot of things. It’s democratic pop culture, capitalist tools, oppressor, liberator, art, and theater, all rolled into one. It’s free speech, it’s creative flow, it’s information, and it helps businesses get things sold. Above all, it’s fun.”

(O’Guinn et al, 2015: p. vi)

“Consumers have fallen out of love with advertising. What once was celebrated as an art form became a relationship of passive tolerance before moving to annoyance, irritability, and eventual disengagement”

(Watkins, Advertising Age, August 24th 2015: p. 10)

We will apply economic theory and introduce econometrics to the world of advertising, focusing on the why and how, the conducting of marketing and consumer research. Along the way, we will also cover the what by familiarizing ourselves with the structure of the industry, the history and regulatory aspects, positioning, product design and pricing, placing your message in the media environment, and integrated brand promotion. We will talk about social media marketing but not as a separate and new way of marketing but as one example of capturing consumer attention and striving for consumer engagement. 4 units.

Learning Objectives:

By the end of this quarter you will have a basic understanding of the

1. fundamentals of advertising and promotion.
2. role of technology as an example of the ever changing nature of the industry.
3. challenges in marketing research and research on consumer behavior.
4. application of economic theory and econometrics to the word of advertising.

How this course works:

All required readings as well as additional resources are made available on Canvas. Please familiarize yourself with assigned readings prior to attending lectures. I will discuss important points and add context in lectures, and you will be able to further apply and discuss the material in sections (I facilitate sections). Engagement with the material is essential to your success and learning outcome in this course. How much you chose to engage will influence what you learn. The course material is designed to support the envisioned above stated learning objectives (although you hopefully have additional or different ones of your own). The following scenario provides some guidance regarding the engagement level the course design is based on:

Desired level of engagement (deep learning): You read the required chapters prior to attending lectures (and taking quizzes). You also read the posted material and case studies prior to attending your sections. You consistently attend lectures and sections, reflect on the material, and are actively engaged in group discussions, exercises and the completion of the final project throughout the quarter. You are continuously responding to questions posed throughout lectures and sections and ask your own questions to complement your learning.
Lectures, sections, and student (office) hours:

I will teach lectures and sections in person. I will post lecture slides prior to lectures each week (including a note taking version) and encourage you to take notes throughout lectures. I will also hold additional student (office) hours on Zoom during which you can ask me questions. Recordings of lectures will be made available on Canvas in case you cannot attend lectures live or want to review the material. Sections are facilitated by me, attendance is mandatory and an essential part of learning the covered material. Unlike lectures, they will not be recorded due to their workshop format and structure. Please review the assigned material prior to attending the section you are enrolled in and make sure you are actively communicating with your group members throughout.

Graded Assignments, Projects, and Exams:

We all procrastinate. Incentives serve as commitment devices to stay engaged with the material throughout the quarter. Graded assignments are meant to support the development of study habits and provide you with positive and constructive feedback. They are an imperfect assessment tool of your individual learning outcomes, however, and should not be your primary motivation of engagement with the material. I strongly encourage you to set your own goals and repeatedly and independently assess your learning throughout the quarter as well.

Quizzes:

We will have two weekly quizzes posted on the Quizzes tab on Canvas. You will have to complete the first of these quizzes before each Tuesday lecture (it will be available 24 hours prior) and the second quiz after each lecture on Thursday (it will be available for 48 hours after). The first quiz tests whether you read the required textbook chapters for each week, while the second quiz tests your familiarity with and understanding of the material discussed in lectures. There will be a total of 17 quizzes and I will drop your three lowest quiz scores in computing your final grade. A practice quiz is posted and the first graded (post-lecture) quiz is somewhat different than the rest in that is tests your understanding of the course logistics explained on the syllabus and during the first lectures.

Lecture and section participation (iClicker Reef App):

In addition, you will be able to actively participate and test your understanding by responding to questions using the iClicker Reef App in lectures and sections. Please make sure you are registered (using your UC Davis information). I will ask questions throughout lectures (and sometimes in sections) and randomly choose one question to assign up to two points for each lecture (or section). You will receive one point if you submitted an answer (participation point) and an additional point if you submitted the correct answer. Receiving at least 40 points will count as a 100% participation score towards your final grade. Please note that it is possible to receive slightly more than 40 points by end of the quarter. This cut-off scoring allows you to learn from answering questions incorrectly, miss a lecture or two, or encounter occasional technical difficulties without incurring any grading penalty. No additional adjustments are made to your participation score.

Weekly reflections:

I want you to keep a journal or regularly reflect on the material covered each week and ask you to submit your entry as an assignment each week. These assignments give you an opportunity to reflect on your learning and provide feedback on the assigned readings, lectures, sections, and additional information posted from each week. You can also discuss ideas related to each week’s material in preparation for your final project, including additional examples or sources that relate to the material covered each week. Journal entries can be submitted in whatever format you feel most comfortable in when expressing your thoughts (e.g. upload a picture of your hand-written reflection, draw a

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1 We will not have a graded pre-lecture quiz during the first week and no quizzes during the week of the midterm.
2 You can choose to opt out of the participation score altogether. If you decide to do so, please contact me via email before the midterm. In this case, all other assignments receive a higher weight when computing your overall grade.
Journal entries will be graded on effort and I (and my TA’s) will provide comments and feedback for each of your submission. I will also incorporate select entries during lectures the following weeks. Please turn in at least six journal entries over the course of the quarter. Each entry is due by midnight on Friday (see Canvas assignments posted). If you turn in more, your six highest scores will count towards your final grade.

Final project:

In order to apply the learned material throughout the quarter, you will have to complete an advertising or marketing plan. You will complete this project in groups. Project-based applications have been shown to deepen your learning. Simultaneously, you can use these projects to build a portfolio and aid your internship, job, or graduate school applications. Additional information regarding this project is provided in a separate handout.

Exams:

There will be one midterm and a final exam. The midterm will be given during lecture time on Tuesday, April 26. The final will be given during the scheduled final exam time on Tuesday, June 7.

Please add assignments and exams to your calendar. If other responsibilities or circumstances interfere with the successful completion of graded assignments, please reach out ASAP such that I can verify your circumstance (documentation will be required) and excuse you from missed quizzes or exam. I do not give make-up assignments. Your final grade will be based solely on the remaining assignments.

If you are unsure if your situation warrants this additional accommodation, please ask me. In the past, in addition to athlete schedules, I have made these accommodations for family emergencies (e.g. death or sickness), extraordinary circumstances (e.g. economic and social distress), job obligations (one-time responsibilities that cannot be rescheduled) and professional opportunities (e.g. job interviews or conference attendance).

Prerequisites: ARE 100B; ARE 106; ARE 100A(C- or better); STA 013 (C- or better) or STA 013Y(C- or better); STA 103 (C- or better)

Required: Advertising and Integrated Brand Promotion, O’Guinn, Allen, Semenik, and Close, 8th Edition

To reduce student costs and ensure easy access, the textbook is made available as an e-book for this course. If you are part of the Equitable Access program, you can click on the Bookshelf tab on Canvas to access the textbook. If you opted out of this program, you have the opportunity purchase the e-book on the bookshelf tab. Please note that you have other ways to get access to the textbook including through the library (see Reading list tab in Canvas). Please also note that the 7th edition does not differ significantly from the 8th edition, if you wish to use an earlier edition to save money. Even earlier editions differ more significantly in their structure, and it will be harder to follow along with the course material using these.

Additional articles, podcasts, and case studies posted on Canvas iclicker Reef App

You will need this app to actively participate in lectures and sections. It is available for UC students for free. If you do not already have an account, you should have received an email with additional instructions.


Hooked: How to Build Habit Forming Products, Nir Eyal (with Ryan Hoover), Penguin Group USA, 2014


Soda Politics: Taking on Big Soda (And Winning), Marion Nestle, Oxford University Press, 2015

Mindless Eating: Why we eat more than we think, Brian Wansink, Random House Publishing Group, 2010. ³


Additional articles and reports posted on Canvas


Grades:
Your final grade will be calculated based on your quizzes, lecture participation, group project, journal entries, midterm and final exam. Numerical scores will not be converted to letter grades until the end of the quarter and specific letter grades will not be assigned to individual assignments. The final score breakdown and grade distribution is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>28%</td>
<td>140 points</td>
</tr>
<tr>
<td>Participation</td>
<td>8%</td>
<td>40 points</td>
</tr>
<tr>
<td>Journal Entries</td>
<td>12%</td>
<td>60 points</td>
</tr>
<tr>
<td>Group Project</td>
<td>12%</td>
<td>60 points</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>100 points</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
<td>100 points</td>
</tr>
</tbody>
</table>

100% (500 points)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86%</td>
<td>B</td>
</tr>
<tr>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76%</td>
<td>C</td>
</tr>
</tbody>
</table>

³ Please note that I decided to keep this reference despite the fact that Brian Wansink has been accused of overstating and manipulating his empirical findings. Since then, some of his original publications have been retracted from journals.
Lectures: T/R 12:10 – 1:30pm, Storer 1322
Sections: F 1:10 – 2:00pm or 2:10 – 3:00pm, TLC 1218
Student (office) hours: R 2:10–4:00pm, Zoom, see Canvas for direct link

Please come with questions or identify areas you want to talk about. I am happy to talk and provide feedback, advise you on anything we cover in class, or have a more personal conversation and provide advice.

Canvas discussions tab: You can use this Canvas feature to reach out with additional questions and concerns. Please only use my email for personal questions or concerns that cannot be shared or discussed publically.

Tentative schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Required Readings (O’Guinn et al)</th>
</tr>
</thead>
</table>
| Week 1 (T 3/29 , R 3/31) | Introduction and course logistics, Structure of the advertising industry | (Chapter 1)  
                      |                                 | Chapter 2 |
| Week 2 (T 4/5, R 4/7) | History, social, ethical, and regulatory aspects | Chapter 3 (Chapter 4) |
| Week 3 (T 4/12, R 4/14) | Analyzing the advertising environment and consumer behavior I | Chapter 5 (Chapter 7) |
| Week 4 (T 4/19, R 4/21) | Analyzing the advertising environment and consumer behavior II | Chapter 6 |
| Week 5 (T 4/26, R 4/28) | Planning decisions, Managing creativity | (Chapter 8, 9) |
| Midterm: 4/26 | | |
| Week 6 (T 5/3, R 5/5) | Creative message strategy | Chapter 10 |
| Week 7 (T 5/10, R 5/12) | Product design and pricing | Chapter 15 |
| Week 8 (T 5/17, R 5/19) | Media planning Student presentations | Chapter 12 (Chapter 13, 14) |
| Week 9 (T 5/24, R 5/26) | Product placement, branded entertainment, and event sponsorship Student presentations | Chapter 16 |
| Week 10 (T 5/31, R 6/2) | Public relations and influencer marketing Student presentations | Chapter 18 |
| Advertising plan due: 6/2 | | |
| Final Exam: 6/7, 6 pm | | The final is cumulative |

Note: While you are encouraged to read all chapters listed, pre-lecture quiz questions will not directly test your knowledge of content presented in the chapters listed in parentheses and italics.

Academic Conduct:

You are an active member of the UC Davis campus and essential in our efforts to create a fair and honest community. Please review the Code of Academic Conduct. Familiarize yourself with your rights and responsibilities as you are required to acknowledge them for each of your courses. I encourage you to work together as I strongly believe it supports the learning process. However, your submitted quiz and exam answers need to be your own, and any sources used in the preparation of your group project need to be properly cited (Please refer to this additional information on proper citation). Any violation will result in you
receiving no credit for the assignment or exam in question, and me reporting the incident to the Office of Student Support & Judicial Affairs.

Diversity, Equity, and Inclusion: UC Davis is a diverse community comprised of individuals having many perspectives and identities. Our department is committed to playing a vital role in increasing diversity in our discipline. I strive to create a learning environment that both supports the diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). However, as the economics profession is home to disproportionately few historically underrepresented minority groups and women, I acknowledge that there may be biases in the course materials due to the lens with which they were written and presented. Please reach out and share any concerns or suggestions you might have in attempting to correct these.

For more information on our commitment to DEI in education, see: ARE DIRECT Program, UCD Principles of Community, UCD Office of Diversity, Equity and Inclusion, and UCD Diversity and Inclusion Strategic Vision.

UC Davis Land acknowledgement:
I would like to acknowledge the land on which we are gathered. For thousands of years, this land has been the home of Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands.

Special accommodations:
If you have a learning disability, any other difficulties or special circumstances that require accommodations, please let me know as soon as possible. I will accommodate all needs that have been verified through the Student Disability Center.

Copyright: My lectures and course materials, including lecture presentations, assignments, quizzes and exams, are protected by U.S. copyright law and by University policy. I am the exclusive owner of the copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may also share those materials with other students who are enrolled in or are auditing this course except when taking quizzes and exams. You may not reproduce, distribute or display (post/upload) lecture notes, recordings, quizzes and exams, and all other course materials in any other way — whether or not a fee is charged — without my expressed prior written consent. You also may not allow others to do so. Any violation will result in me reporting the incident to the Office of Student Support & Judicial Affairs.

I hope you all stay healthy, safe, and sane. I will do my best to make this an interactive and enjoyable class and wish you a successful quarter.
Mind map