

**PRINCIPLES OF ADVERTISING**  
COMM 211-203 – Class 2164  
M/W/F 8:15 – 9:05 AM



**COURSE DESCRIPTION:**

This course will examine the underlying principles that have driven the advertising industry to become the integrated marketing communications (IMC) world it is today. We will explore strategies and tactics including strategic planning, creative development, media planning, and more. You'll not only learn about the principles of advertising, but also gain an appreciation for the art, craft, and science of advertising.

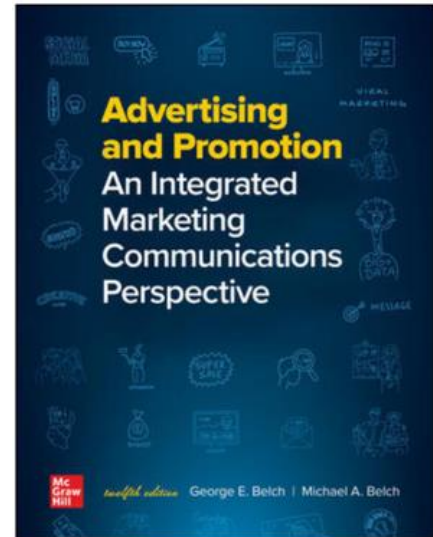
**COURSE OBJECTIVES:**

- To introduce the strategic process of advertising and integrated marketing communications.
- To gain knowledge of key terms in the development process of advertising programs.
- To demonstrate the breadth of advertising and communication tools available today.
- To learn from real world examples of successful advertising and communications campaigns.
- To provide practical hands-on problem-solving experiences.

**REQUIRED TEXTBOOK:**

**Advertising and Promotion: An integrated Marketing  
Communications Perspective  
12<sup>th</sup> Edition  
By George Belch and Michael Belch  
978-1260570991**

**PROFESSOR: Bruce Duhan**  
[bruce@duhancreative.com](mailto:bruce@duhancreative.com) (preferred)  
[bduhan@luc.edu](mailto:bduhan@luc.edu) (also OK)  
[914.420.2388](tel:914.420.2388) (for emergency)



I am always available by email. See above. I prefer that you not call my phone. However, you can text my phone if for some reason you are unable to email. The reason for this is that I still earn my living in the advertising world and sometimes I am “on deadline” and because of that unable to always speak with you. If you need to speak to me, please email or text and set up an appointment.

**ABOUT ME:**

Bruce Duhan is owner, president, and creative director at Duhan Creative ([duhancreative.com](http://duhancreative.com)) where he is the creative force behind a team of visual, copy and marketing creatives gathered through a career in solving client marketing and communication challenges. The team is connected virtually and Bruce often says his office is in his backpack.

Bruce was one of the five original founding partners and EVP - Chief Creative Officer of BEN Marketing Group where he built and led a creative team that consistently designed and produced award winning marketing solutions for some of the best known and most interesting clients in the world, Coca-Cola, Holiday Inn, IBM, DuPont, Sara-Lee, HBO, and many others.

Bruce is a graduate of Pratt Institute and began his design career with Creative Playthings, designing and creating toys and toy packaging.

Bruce was a Senior Art Director with Pepsi for 11 years, creating all manner of corporate graphics, packaging, exhibits, POP, and consumer promotions before helping to create BEN. He would claim that he had more to do with the Pepsi Challenge and the Michael Jackson campaign than he actually substantially did but he was already beaten to that by many people who had nothing to do with either.

He is a full Professor Emeritus at Pratt Institute in Brooklyn, New York in the Communications Design Department and has taught Package Design, Advertising Design, Graphic Design, and the Business Side of Advertising, for many years, nurturing and mentoring young creative talent. He is currently an Adjunct Professor at Loyola University in Chicago.

## **HOW YOU'LL BE GRADED:**

### **CLASS PARTICIPATION/ATTENDANCE: 10%**

Participate, collaborate, and be engaged in the class. Share your ideas, questions, and point of view. Missed classes will hurt your participation score and lower your course grade. 3 or more unexcused absences can result in your failure in the course.

### **TESTS: 20%**

There will be two tests to make sure you have a solid foundation of advertising knowledge. A midterm and a final. Tests will cover key points from the textbook and class lessons. Each exam is worth 10% of your final grade.

### **INDIVIDUAL ASSIGNMENTS: 20%**

There will be four individual advertising assignments. Each project is worth 5% of your grade. Details for these advertising assignments will be announced during class and posted on Sakai.

### **TEAM PROJECTS: 50%**

Advertising is a team business. The class will be broken into small agency teams. Each agency team will work on a brand in need of a new advertising campaign. That brand will be your focus for all group project assignments. Your agency team will create a comprehensive advertising plan made up of a series of four team interrelated projects. Each project is worth 12.5% of your grade. Details for these projects will be announced during class and posted on Sakai.

The projects include:

1. Marketing Strategy (Overall Platform)
2. Creative Recommendation (TV, Radio, Web, outdoor, and all media)
3. Media Plan (Choice of media and rationale)
4. IMC Recommendation (Integrated Marketing Campaign – How it all works together)

## **GRADING SCALE:**

A: 100-95, A-: 94-90, B+: 89-87 B: 86-83, B-: 82-80, C+: 79-77, C: 76-73, C-: 72-70, D+: 69-67, D: 66-64, D-: 63-60, F: Less than 60

## **TIPS FOR SUCCEEDING IN THE COURSE:**

**Attendance.** In great part, what you will learn from this class is the result of participating in class presentations, discussions, and collaborative projects. Your attendance is crucial. Missed classes (unexcused absences) will hurt you, your creative partners, and your participation score. It will also lower your course grade. If you must miss a class due to a legitimate excuse, such as an illness or family emergency, it's your responsibility to contact me as soon as possible. Completing any missed work will be discussed at that time.

**Grading.** Grading will emphasize attendance, participation, and contributions during class. You will be graded on the lessons you absorb and apply to your work through your writings and ideas, your demonstration of the understanding of the methods and principles learned in class, as well as the quality of your concepts and writing, and the evident effort you put into them.

**Phones and Laptops.** The goal, of course, is to keep your attention focused on the class. To that end, phones should be put away, so they won't distract you, the professor, and your fellow classmates. Laptops should be put away too, except for specific classroom work.

**Keep up with the work.** The material covered in this course has a logical, methodical flow. Read the chapters. Do the homework. And don't fall behind.

**Submit work on time.** All homework and project assignments will be posted on Sakai. You will be required to post your completed work on Sakai. Submit all work before the posted deadline, i.e., before the start of the class for which it is due. Missing a deadline in the business of advertising is unacceptable, therefore, late assignments will not be accepted, and will be downgraded accordingly.

**Exceed expectations.** Your work will be reviewed and graded based on your writing, the quality and originality of your examples, and the extent of your use of marketing and advertising concepts to support your ideas. Advertising is a creative field, and you will be rewarded for innovative, relevant, and outstanding thoughts that are well supported in both papers and presentations.

**Proof and edit your work.** Rewrite, edit, and edit again. The goal is to communicate effectively, professionally, and exactly. Support your recommendations with facts and cite your sources. Note: Written assignments must be free of spelling/grammar errors. If your work contains blatant errors, expect a reduced grade.

**Be a good collaborator.** You will be working as part of a team on several projects. I will allow some class time for teams to meet and work on projects. You will be expected to carry your fair share of your team's work. Your contribution to your team will be evaluated by me and your peers.

**Style and quality count.** Communication isn't just about the words. A good-looking paper or presentation has a way of standing out (and earning a better grade).

**Have fun.** Advertising is the "toy department" of the business world. Have some fun learning about it. The more you enjoy what you're doing, the more you'll succeed.

## **COURSE SCHEDULE:**

**Note: This schedule is subject to change to accommodate student and/or class or professor needs, current events, etc.**

### **WEEK #1: Wednesday, January 17, and Friday, January 19, 2024**

- Introductions
  - LECTURE: Course Overview
  - Three MAXIMS
  - Distribution and discussion of syllabus
  - Discussion: What is Communication? What is Advertising?
  - During Discussion – Appointment of “volunteer” Digression Monitor
- Read Text Chapter 1 (Introduction to IMC)**

### **WEEK #2: Monday, January 22, Wednesday, January 24, and Friday, January 26, 2024**

- Discussion: What is Communication? What is Advertising? (Continued from Friday)
  - Chapter 1 Overview – In-class PowerPoint presentation
  - Hand out Individual Assignment #1:  
Under Armour® Case Study – **Due** Week #4/Monday, Feb. 5, 2024, 8:15 AM
  - Choose Agency Teams and Brands/Hand out Team Project #1:  
Marketing Strategy Assignment – **Due** Week #5/Wednesday, Feb. 14, 8:15 AM
- **For Next Week:**  
**Read Text Chapters 2, 3 (Marketing Process/Ad Agencies & Departments)**

### **WEEK #3: Monday, January 29, Wednesday, January 31, and Friday, Feb. 2, 2024**

- Chapter 2 Overview
  - IN-CLASS BREAKOUT ROOMS - Team Project #1
  - Chapter 3 Overview
- **For Next Week:**  
**Read Text Chapters 4 & 5 (Consumer Behavior/Communication Process)**

### **WEEK #4: Monday, Feb. 5, Wednesday, Feb. 7, and Friday, Feb. 9, 2024**

- **Due** - Individual Assignment #1: Under Armour® Case Study  
Monday, Feb. 5, 2024, 8:15 AM
  - Chapter 4 Overview
  - IN-CLASS BREAKOUT ROOMS – Team Project #1
  - Chapter 5 Overview
- **For Next Week:**  
**Read Text Chapter 6 (Message Factors)**

### **WEEK #5: Monday, Feb. 12, Wednesday, Feb. 14, and Friday, Feb. 16, 2024**

- Chapter 6 Overview
- Hand out Individual Assignment #2:  
How Ads (and People) Persuade You – **Due** Week #8/Wednesday, March 13, 8:15 AM
- IN-CLASS BREAKOUT ROOMS – Team Project #1
- **Due** – Team Project #1: Marketing Strategy Assignment  
**Due:** Wednesday, Feb. 14, 8:15 PM
- Hand out Team Project #2:  
Creative Recommendation Assignment – **Due** Week #8/March 13, 8:15 AM

- For Next Week:  
Read Text Chapter 7 & 8 (Budgets/Creative Planning & Development)

**WEEK #6: Monday, Feb. 19, Wednesday, Feb. 21, and Friday, Feb. 23, 2024**

- Chapter 7 Overview
- IN-CLASS BREAKOUT ROOMS – Team Project #2,
- Chapter 8 Overview
- For Next Week:  
Read Text Chapters 9 and 10  
(Creative Implementation and Evaluation / Media Planning and Strategy)

**WEEK #7: Spring Break Week, Monday, March 4, Wednesday, March 6, and Friday, March 8, 2024 – No Classes**

**WEEK #8: Monday, March 11, Wednesday, March 13, and Friday, March 15, 2024**

- Due - Individual Assignment #2: How Ads (and People) Persuade You  
Due: Wednesday, March 13, 8:15 AM
- Chapter 9 Overview
- FYI: Midterm Exam Week #9 (Chapters 1-9) – Monday, March 18,
- Chapter 10 Overview
- For Week #9:  
Read Text Chapter 11 (Broadcast Media)

**WEEK #9: Monday, March 18, Wednesday, March 20, and Friday, March 22, 2024**

- Midterm Exam/Chapters 1-9 – To be assigned Monday, March 18, 2024
- IN-CLASS BREAKOUT ROOMS – Team Project #2
- Chapter 11 Overview
- For Next Week:  
Read Text Chapter 12 (Print Media)

**WEEK #10: Easter, Thursday, March 28, Friday, March 29, and Monday, April 1, 2024 – No Classes**

**Week #10: Monday, March 25, Wednesday, March 27, and Friday, March 29, 2024**

- Due – Team Project #2: Creative Recommendation Assignment, Monday, March 25.
- Hand out Individual Assignment #3: Dasani Case Study – Due Week 12/April 10
- Hand out Team Project #3: Media Plan Assignment –  
Due Week #13/Wednesday, April 17, 8:15 AM
- Chapter 12 Overview
- For Next Week:  
Read Text Chapter 13 (Support Media)

**WEEK #11: Monday, April 1, Wednesday, April 3, and Friday, April 5, 2024**

- IN-CLASS BREAKOUT ROOMS – Team Project #3
- Chapter 13 Overview
- For Next Week:  
Read Text Chapter 14 (Direct Marketing)

**WEEK #12: Monday, April 8, Wednesday, April 10, and Friday, April 12, 2024**

- IN-CLASS BREAKOUT ROOMS – Team Project #3
- Chapter 14 Overview
- For Next Week:  
Read Text Chapter 15 (The Internet)

**WEEK #13: Monday, April 15, Wednesday, April 17, and Friday, April 19, 2024**

- Due – Monday, April 15, Individual Assignment #3: Dasani Case Study
- Chapter 15 Overview
- IN-CLASS BREAKOUT ROOMS – Team Project #3
- Due – Team Project #3: Media Plan Assignment April 17, 8:15
- Hand out Team Project #4: IMC RECOMMENDATION COMBINED WITH PREVIOUS THREE TEAM ASSIGNMENTS – Due Week #14/ Wednesday, April 24
- For Next Week:  
Read Text Chapter 16 (Sales Promotion)  
Read Text Chapter 17 (Public Relations)

**WEEK #14: Monday, April 22, Wednesday, April 24, and Friday, April 26, 2024**

- Chapter 16 Overview
- IMC RECOMMENDATION COMBINED WITH PREVIOUS THREE TEAM ASSIGNMENTS – Due Week #14 Wednesday, April 24  
Please incorporate all critiques and suggestions to finalize your entire presentation, what I call “fluffing up the pillows.”

**Spring Semester Classes end after class on Friday, April 26, 2024**

**WEEK #15: Monday, April 29, and Wednesday, May 4, 2024**

- Final Exam Week
- Final Exam (Chapters 10-17) – Date: April 29? I will discuss your test taking options before the exam

The following has been copied and pasted from Margaret Faut Callahan, CRNA, PhD, FNAP, FAAN Provost and Chief Academic Officer’s email to faculty of August 16, 2023:

August 16, 2023

Dear Colleagues,

In recent months, artificial intelligence (AI) became the focus of conversation in many institutes of higher education, including Loyola University Chicago, as faculty, students, staff, and administrators struggled with ways to allow AI into the classroom and beyond in constructive practices. These tools are here to stay and will continue to shape our futures in education, the world of work, science, technology, and research.

All of us at Loyola University Chicago have an obligation to complete our academic and scholarly work with absolute integrity and honesty. We must always uphold our Community Standards and academic policies.

To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

We have much to learn regarding the benefits of tools such as ChatGPT or Google's Bard. Let us all make sure we are learning and sharing best practices and not allowing AI to do the learning for us. Faculty, whether you allow the use of generative AI or not in your classes is of course up to you, but you should include a statement in your syllabus stating your expectations regarding student use of AI. Students, you came here for your own education. With this opportunity comes an important responsibility to honor, respect, and carry forward Loyola's proud tradition of excellence in all that you do.

Loyola will continue evaluating and responding to the opportunities and challenges these tools present and we will share more updates as they are available.

Sincerely,

Margaret Faut Callahan, CRNA, PhD, FNAP, FAAN  
Provost and Chief Academic Officer

### **SCHOOL OF COMMUNICATION STATEMENT ON ACACEMIC INTEGRITY:**

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;



- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at [https://www.luc.edu/academics/catalog/undergrad/reg\\_academicintegrityshtml](https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrityshtml) .

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievanceshtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievanceshtml) .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

### **Student Accommodations**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or [SAC@luc.edu](mailto:SAC@luc.edu).

### **Title IX Notice of Reporting Obligations for Responsible Campus Partners**

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at [www.luc.edu/equity](http://www.luc.edu/equity)). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at [equity@luc.edu](mailto:equity@luc.edu) or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at [luc.edu/coalition](http://luc.edu/coalition) or [luc.edu/wellness](http://luc.edu/wellness).

### **Use of Appropriate Names and Pronouns**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

### **Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

### **Student Diversity, Equity and Inclusion**

As Loyola’s mission statement holds, “We are Chicago’s Jesuit, Catholic University—a diverse community seeking God in all things.” Together, as a community rich in diversity, we are called to “expand knowledge in the service of humanity through learning, justice and faith.”

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

**Managing Life Crises and Finding Support**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email [deanofstudents@luc.edu](mailto:deanofstudents@luc.edu)