Leonard N. Stern School of Business
New York University

ADVERTISING MANAGEMENT
C55.0003.002; Spring 2005

Class meetings: Tuesdays and Thursdays, 4:55 to 6:10 p.m., UC 60

Instructor: Professor J. Jacoby  Office: KMC 9-82
Phone: (212) 998-0515  E-mail: JJacoby@Stern.NYU.edu

Office Hours: Tuesdays and Thursdays, 3:20 to 4:20 p.m.
NOTE: Your first point of contact usually should be the TA (see below). If you need to meet with me but cannot attend my regularly scheduled office hours, please send me an e-mail to set up another mutually convenient time.

Teaching Assistant: Kim Curtis  Office: Tisch 320-S
Phone:  E-mail: kac224@Stern.NYU.edu
Hours: For other times, please use e-mail to set up an appointment.


Required Project Handbook: To be distributed in class on the first day of class

Other course materials: Supplemental materials will occasionally be handed out in class or sent as e-mail attachments. If you miss a class for any reason, it will be your responsibility to obtain handouts from a “buddy” classmate (as indicated on the Information Form).

Grade components and weights:
1. Quiz #1  15%
2. Quiz #2  15%
3. Quiz #3  15%
4. In-class participation  15%
5. Class ad agency project (see section D below)  40%
   100%

1 Prepared on December 15, 2004, this syllabus provides a general plan for the course. Some deviations are likely.
Class Website: All Stern courses have a Blackboard site. To access this site, go to: http://sternclasses.nyu.edu and log in with your NYUnetID and Password. Your User name/Stern net ID is simply whatever comes before the “@” in your Stern e-mail address and your Password is your e-mail password. (To assign a password, go to http://start.nyu.edu. Note: Your password is required to have 6 or more characters and must contain a combination of letters/numbers and punctuation.) You will see a “My Courses” box. Click on C55.0003.01 S2005 to enter the course. If you have any questions, email citl@stern.nyu.edu

This site contains many things you will find useful over the course of the semester, including:

- Special announcements & corrections
- Guest speaker information
- Grades
- Syllabus
- Course bulletin board
- Assignments & study questions

Feel free to suggest additions to the site!

Project Website: As described in Section D, below, a separate website devoted to the class Ad Agency project is: www.edventurepartners.com. As discussed below (Page 5), you **must** register on this website prior to our class meeting on 1/20.

The EdVenture representative assigned to the class, Stephanie Demchik, can be reached at: SDemchik@edventurepartners.com
Voice: 610-792-9125; Cell: 610-564-0052

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## PLANNED CLASS SESSIONS

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<td>1</td>
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<td>Introduction</td>
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<td>5</td>
<td>2-01</td>
<td>The Consumer Audience</td>
<td>Text: Ch 4; + Handout #1</td>
<td>Homework due</td>
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<tr>
<td>6</td>
<td>2-03</td>
<td>Account Planning and Research</td>
<td>Text: Ch 5:</td>
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<td>7</td>
<td>2-08</td>
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<td>2-10</td>
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<td><strong>QUIZ #1</strong></td>
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<td>Persuasive Communications</td>
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<td>27</td>
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<td>28</td>
<td>4-28</td>
<td><strong>QUIZ #3</strong></td>
<td>Covers: Ch 2, 10, 14, 19, + Handouts 3 and 4</td>
<td></td>
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2 Prepared on December 15, 2004, this syllabus provides a general plan for the course. Some deviations are likely. For example, portions of class periods may be used for departmental meetings (see Section D, below), sharing ideas with other departments, solicit the aid and expertise of class members who are not part of your department, brainstorming ideas, meeting with the client, meeting with the EdVenture program facilitator assigned to the class (Craig Brodsky), etc.

3 Additional tasks and due dates may be established as we proceed through the semester.

4 *Items in italics refer to Class “Ad Agency” Project (see Section D, below).*
B. COURSE OVERVIEW

Over the past 100 years, advertising has become an integral and omnipresent part of American life. This course is designed to provide the conceptual underpinnings of advertising and advertising research, reflect the role of advertising in providing information, persuading, selling and creating popular culture. Students will learn the fundamentals of advertising, how to evaluate advertising, and how to develop an advertising campaign. Students will also be introduced to trends and issues facing advertising historically and today. A substantial portion of in-class and out-of-class time will be devoted to applying the concepts and developing a real-world advertising campaign.

VERY IMPORTANT: REQUIRED TIME COMMITMENT

This class will require a significant amount of time from each student – probably 10 or more hours a week. Simply showing up for class twice a week will not do, as it will penalize all other students and no doubt be reflected in the ad agency project (see Section D, below). If you think you will have difficulty meeting the time commitment, please drop the class.

C. SPECIFIC COURSE OBJECTIVES AND APPROACH

OBJECTIVES:

- To have the student understand the essentials of advertising and advertising management, including:
  - The Conceptual foundations of persuasive communications
  - The advertising management process
  - The audience
  - Advertising agencies and advertising departments
  - Media strategy
  - Creative strategy
  - Assessing advertising effectiveness.
  - Ethical, social, and legal issues

- To have the student apply the concepts through involvement in developing and implementing a real-world promotional (advertising, PR, etc.) campaign.

APPROACH:

The course consists of two integrated components. One component involves reading and discussing a basic advertising principles text. The second component involves forming the entire class into an advertising agency and having it develop and implement a real-world ad campaign.

The specific course objectives identified above will be met through some lectures, but mainly through your active learning involvement in class discussions and assignments.
D. THE “AD AGENCY” PROJECT

Forty percent (40%) of your grade. To make the learning experience more authentic, a class project will be conducted through, and with the assistance of EdVenture Partners, a firm specializing in developing and coordinating real-world marketing and advertising projects that link classroom experience with the promotional interests of external organizations. The entire class will work together to complete this project, with each person being a member of an ad agency department (e.g., Strategy, Budgeting, Creative, Research, PR, etc.) that has responsibility for one component of the project. For this class, the project will involve identifying the target market(s) and then increasing awareness of, interest in and applications for job opportunities at the CIA within the target market(s).

Registering on EdVenture Partners website. Prior to our class meeting on 1/20, everyone must go to www.edventurepartners.com and register. Select “Login” in the upper right-hand corner. You should be able to create your own user name and password. Choose “CIA” as the client, “NYU” as the program name, and use “748” as the project key. You will then be able to access a wealth of useful information and forms from EdVenture Partners. You will be expected to review what is available for your department on this website, and to use it throughout the project.

Through this project, you will experience something of what it is like to work for a real advertising agency. Over the course of the project, you will manage a budget of $2,500, conduct marketing research, design a promotional campaign, write a comprehensive proposal, make a formal presentation to your client (the CIA), implement your promotional event, conduct post-event research, and develop a final report which details the implementation and results of your campaign. (Note that this class is one of approximately 10 such classes at schools around the country working independently on the same project.)

Project Coordinators: Two students will be selected on January 20th to be the overall Project Coordinators. They will be the primary interface between the Ad Agency (class) and the EdVenture Representative, Craig Brodsky. The Coordinators also will share the responsibility of helping set and integrate schedules, keeping things moving on schedule, and working with the various Department Heads. As part of their task, Coordinators will be responsible for maintaining a loose-leaf of all correspondence (including e-mails) to and from Craig Brodsky, other EdVenture personnel, and the client. A loose-leaf will be provided for this purpose.) After we develop our plans (e.g., for research, for advertisements, for PR), we need to secure approval from EdVenture before these plans can be implemented. The Coordinators will work with the Department Heads (see below) in submitting materials, securing approvals and keeping the records of such approvals.

Assignments to Departments. The various Departments and their functions will be described on January 20th, after which everyone will be asked to identify his/her first and second choice for Departments. While assignments will be made based on the interests, and perceived capabilities of agency members, some may be asked to work in a Department that differs from their first or second choice. We must all work as a team to make the project a success. Your contribution in any Department to which you are assigned will be critical.

Department Heads: After being assigned to departments, the members of each department will select a Department Head. Large departments may also select a Deputy Department Head. The Department Heads will be responsible for allocating work assignments within their departments and coordinating with the Coordinators (including providing them with copies of all correspondence). So that everyone in the agency is kept informed of what’s going on, at the beginning of each class session, beginning on January 27th, the Department Heads will give a brief (30 to 90 seconds) report on their Department’s activities – what is happening, what needs to be done, by when, etc.
If a Department Head finds he/she is having a problem with a member of his/her department doing their fair share of the load, they should first discuss the matter with that individual. If that has little or no effect, they should bring the matter to the attention of the Coordinators. Similarly, if, during the course of the project, a Department Member feels he/she is having a problem with his/her Department Head, they should try speaking with the Department head and, if that has little or no effect, then bring the matter to the attention of the Coordinators. The Coordinators, with the assistance of the TA, will work to resolve any such problems.

Mandatory Tasks for all Agency Members

Three tasks are mandatory for all class members. Regardless your departmental assignment, you must participate in all three areas. Failure to do so will affect your overall grade. Listed below, these areas will be discussed in greater detail in class:

- **Administering questionnaires for the pre-event and post-event research requirement**: You will be asked to assist the Research Department in gathering survey data from members of the determined universe for our project. With 40 or so students in the class, it is anticipated that each student will be required to conduct somewhere in the order of 4 to 6 “pre-event” interviews and another 4 to 6 “post-event” interviews. You will be given a set of questionnaires and a date by which the completed forms need to be completed by and returned to the Research Department manager.

- **Assisting with the set-up, running or clean-up of the event**: Everyone will be required to attend the event, or to assist the promotion department in certain phases of its set-up, management and clean-up. The promotion manager will have a schedule of activities, and you will sign up for at least one activity to ensure the event is a success. Failure to sign up or meet your commitment will impact negatively upon your grade.

- **Attending all client meetings, including visits and presentations**: At various points during the semester, there will be visits from our client (CIA) and/or their real-world advertising agency, and the program facilitator from EdVenture Partners (Craig Brodsky). These visits are identified in the “Outline of Individual Class Sessions” (see page 2 of this syllabus). Any additional visits will be announced in advanced and posted on the class website. Everyone needs to be present at all these meetings. Attendance will be taken.

**GRADING**: The 40% of your grade based on the “ad agency” project will be apportioned as follows:

1. **Handbook quiz (5%)**: A project Handbook will be distributed in class on January 18. It is important that you read this handbook carefully before coming to class on, January 20. A brief quiz will be given at the beginning of the January 25th class covering the contents of the Handbook. **No makeup quizzes will be offered, so be there, and be on time.**

2. **Project grade (35%)**: The following evaluations will take place at the end of the semester.⁵

⁵ In prior semesters, we tried having the members of each department evaluate all the other members of their departments. Especially for the larger departments, this proved to be infeasible for the fundamental reason that, other than the Department head, not everyone else in the Department was necessarily aware of what tasks each individual had
The Coordinators will evaluate the Department Heads.
The Department Heads will evaluate the two Coordinators.
The Department Heads will evaluate the members of their departments.
The members of each department will evaluate their Department Head.

These ratings will serve as the foundation for the 35% grade.

E. THE ASSIGNED TEXT CHAPTERS

1. Typical Class Session

Other than the class meetings devoted to the Ad Agency project (identified in italics in the Planned Class Sessions; page 3 of this Syllabus), class meetings will consist of primarily of discussions of the assigned reading material, supplemented by exercises and occasional lectures. Emphasis will be placed on student involvement and participation.

2. Pre-Class Preparation

Topics for each session are identified in the Planned Class Sessions (see page 3). It is important that you do the assigned reading before class, since sessions will build on the text and prior activities and discussions. To obtain the most benefit from this course (not to mention increasing the probability of a higher grade), it is important that you prepare for class.

There is a tremendous amount of content to be covered and it is not possible for me to cover (much less lecture on) all the material. The class is set up on the assumption that you can do the required background reading yourself and would prefer to have experiences in class that you cannot have on your own. If you do not prepare for class … you will miss much of the content of the course, you will learn substantially less from the discussions and exercises, you will not be able to participate in class effectively; it is less likely that you will perform well on the exams and other assignments. On the other hand, it is very likely you will receive a lower course grade.

HOMEWORK: Beginning with Chapter 6 on January 27th, on the day a text chapter is the assigned reading (see “Readings” column on Planned Class Sessions; page 3), each student is expected to prepare and hand in a single page containing his/her type-written answers to the following questions:

1. Identify what you consider to be the three most interesting, important or useful points in the chapter.

2. How might you apply one of these points to project?
The answers need not be extensive; combined, they may take a half page. But they must be type-written. Students will be selected at random to discuss their answers to these two questions. Note that I may include such questions as short essays on the quizzes.

You will not receive a grade for your home works; you will have one-half point deducted from the “participation” component of your grade (worth 15%) for each home work assignment you fail to turn in. Absence is no excuse: If you are absent when a homework assignment is due, it is considered due the next class you attend.

3. In-Class Attendance and Participation

**ATTENDANCE:** Attendance is **required!** Students are expected to attend each class unless prevented by illness or some other legitimate circumstance. In the event of illness, a doctor’s note will be required for the absence to be excused. Most other legitimate reasons will require a formal letter describing the circumstances and approval IN ADVANCE.

Attendance will be taken at each class session. Table-top name placards will be provided to each student. Students will pick these up at the beginning of each class and return them at the end of each class. The names on placards not picked up will be marked as “Absent.” (Note: It is a violation of the honor code to pick up a placard for a friend who does not show up, or comes to class late.)

**Students having more than 2 unexcused absences will have their final course grade lowered accordingly.** Specifically, beginning with the third unexcused absence, one-point will be lowered from the Participation component of the student’s grade (which is worth 15% of the final grade).

**BUDDIES:** Please select two buddies from class to pick up a copy of any handouts and to share notes in the event of your absence. The names of these buddies need to be entered on the Information Form distributed during the first class session.

**LATENESS TO CLASS.** The Dean has issued guidelines to faculty on how to treat lateness to class. All classes will begin on time. Being late is defined as **not being in the room when I begin class.** While coming late once or twice might be excused, a pattern of lateness will be used to lower your final grade. To tally lateness, students arriving late to class will be required to sign-out when picking up their name placards.

**PARTICIPATION:** Every session of the course will involve interaction in the form of class discussion. I expect each student to be prepared **at all times** in every class session. To reinforce this expectation, I will occasionally “cold call” a class member to comment on the topic under discussion.

Grading class participation is necessarily subjective. Some of the criteria for evaluating effective class participation that the TA and I will use include:

a. **Was the student present? Was the student on time?** If you are not in attendance, you can’t possibly participate. Attendance, however, is only a small component of class
participation. **Perfect attendance without participation will result in a very low class participation grade. Arriving late will also lower your grade.**

b. **Does the student participate in class?** This class doesn’t work well without discussion. For others to benefit from your perspectives and experiences, you must participate—which means contributing your observations, insights and questions during class. If you do not participate voluntarily, there is an increased chance that you will be “cold-called.”

c. **Was the student worth listening to?** The **QUALITY** of your contribution to class discussions is more important than the **QUANTITY**.

Indicants of **quality** of contribution include:

- illustrating points/concepts from current events, personal experience, etc.
- bringing to class and discussing relevant articles, ads, video clips, etc.
- building on statements of others
- integrating course materials, i.e., relating concepts and to previous text material and class discussions
- direct student-to-student interaction during class discussions
- thoroughness and thoughtfulness of analysis
- substantiation of position
- extension of knowledge
- getting to the heart of key issues
- opening new doors for discussion
- perceptive questioning

The following **detract** from quality contribution and will negatively your grade:

- restatement of a point already made
- verbosity
- unfounded criticism
- talking to neighbors (please pass notes if you need to communicate)
- distracting behavior, e.g., reading newspapers, frequent note passing
- coming in late, absences
- off the point statements
- sitting through class unprepared
- not participating in in-class group discussions

When evaluating the **quality** of class participation, for grading purposes, I ask myself the following kinds of questions:

- Were the student’s comments relevant to the discussion? Were they clear and concise?
- Did the student’s comments go beyond simple repetition of facts to provide interesting insights that added to our understanding of the topic?
• Did the student’s comments show an understanding of the concepts, principles, and approaches covered in class and the readings?

• Was the student convincing? Did he or she back up points with thoughtful conceptual and/or quantitative analysis?

• Did the student’s comments further useful class discussion?

Discussion Works Best When it’s More Than a One-On-One Dialogue. In the best of all worlds, what one student says will stimulate others to comment—either by adding supporting perspective, contrasting perspective, or asking clarifying questions. To encourage such interaction, be prepared for the following. I will ask a question. The first person I call on may provide an answer. I may then ask the class: “What do you think of that answer? Why?” If you are called on and agree with the first answer, say so and explain why. If you disagree, or if you have a different answer, say so and explain why. My purpose is to stimulate discussion and interaction among class members, and avoid participation becoming a situation where I ask a question, someone answers it, I ask another question, someone else answers it, and so forth.

Bring your text to class on the days when a text chapter is the assigned reading. Not only do I frequently ask the class to turn to specific passages and exhibits in the text, but many questions and much in-class discussion will focus on these items. If called upon, the student is likely to be disadvantaged by not having the text available. I know the book is heavy, but I carry it (along with many other things) from home every day and so can you.

Seating Assignments & Name Cards: To make it easier for me to learn your names, by the third class, please choose a seat in which you will be comfortable for the semester. It has been functional in the past when the members of a Department sit close to each other. I will then develop a seating chart to help me learn your names. I will provide name cards for each of you to use in every class. Beginning with the third class, please collect your name card at the beginning of the class, then return it at the end of class.

Administrative announcements. Although we will try to post these on the class site, you are responsible for all administrative announcements made in class. If changes in exam procedures, dates, coverage, assignments and the like are announced in class, you are responsible for knowing this information.

PARTICIPATION GRADE: The 15% of your grade based on your participation will be based on (a) your in-class contributions, (2) your home works (3) your attendance, and (4) your tardiness to class.
F. EXAMS

1. Quizzes -- 45% of your grade.

There will be three quizzes based on the text and supplementary lecture material. Each quiz will be worth 15% of your total grade. The quizzes will consist of multiple choice as well as short essay questions. The three quizzes will not be cumulative. The dates and content covered by each quiz are described on page 3 of this Syllabus, Planned Class Sessions.

On the day of exams, students will not be allowed to sit in their usual seats; instead, seating will be assigned at random. Also, bring a pen and as your last activity before handing in your exam, use your pen to circle the multiple choice answer (A, B, C, D, E) you want counted for each question.

2. Failing to take Quizzes.

Inform me in writing (e-mail is fine) of any legitimate exam conflicts at least two weeks in advance. If I do not receive written notice at least two weeks before the exam, you will not be given the opportunity to take a make-up.

If you miss an exam due to illness or injury, a make-up will not be scheduled for you unless I receive a letter from your doctor (on his/her letterhead) indicating the date and time of the medical problem that prevented you from taking the test. You are responsible for contacting me concerning missing an exam as soon as possible, preferably before the exam. If you are unable to take a make-up exam before the next class session, your doctor’s letter must also indicate the date through which your medical incapacity extended. If you have a letter from your doctor, I may choose to give you a substitute test or I may assign greater weight to another test.

3. Code of Conduct

Every student is obligated to report to the instructor any suspected violation of the Honor Code that he or she has observed. If you are concerned about revealing your identity, please drop a detailed note in my mailbox. Instances of suspected violations (such as cheating on exams, plagiarism, etc.) will be turned over to the Stern Honor Council.

Do not discuss any details of quizzes with students in other sections until after these have been graded. Doing so will be considered a violation of the Stern Honor Code.

G. GRADING POLICIES

1. General

At the Stern School, students are graded on the quality of their work. We very much appreciate hard work and it is usually necessary to work hard in order to produce high quality work. However, effort alone is not sufficient for a good grade. Recall that Stern is the most selective undergraduate program at NYU and one of the top-rated undergraduate business programs in the country. You
are here because you are exceptional students, but that also means the school expects a lot from you. The TA and I will be very responsive to students who need extra assistance, but the standards are high and should be. That is why Stern students are so highly regarded and what makes your degree valuable.

Please let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class. If you have a learning disability that may affect your performance, please let me know immediately, so that we can make arrangements to accommodate your needs now (in consultation with the Moses Center, if appropriate). I will be unsympathetic if such problems are brought to my attention after the 5th class session.

2. Likely grade distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Approximately 25% to 30% of students</td>
</tr>
<tr>
<td>B</td>
<td>Approximately 40% of students</td>
</tr>
<tr>
<td>C+ and lower</td>
<td>Approximately 30% of students</td>
</tr>
</tbody>
</table>

3. Rebuttals

If you feel that a calculation or judgment error has been made in grading, please write a formal memo to the TA describing the error and give it to your TA with the original graded document. Also include documentation in support of your opinion (e.g., a photocopied page from the textbook with the relevant information highlighted). The TA will make the decision and I will review the TA’s decision. The TA will then get back to you as quickly as possible with an answer. Please note that any request for re-assessment of a grade usually results in re-grading the ENTIRE assignment or test. (This means that if errors are detected in the grading of other sections, they will also be corrected, whether they are in your favor or not.) Students have one week after an assignment has been returned to them to submit a grade rebuttal. After that date, no rebuttals will be accepted.

4. Cheating/Plagiarism

Cheating and plagiarism will NOT be tolerated. Either will result in the grade of “F” for the assignment, quiz, or exam for all parties involved. Violations of the Stern Student Code of Conduct (http://www.stern.nyu.edu/OSA/student.html) also will result in referral to the Stern School Honor Council. As stated in the Stern Student Code of Conduct:

**Cheating:** [During an exam] All communications, written, oral or otherwise, among students is forbidden… The use of notes, books or other written materials, calculators or other aids is forbidden… Providing or receiving information about the content of an exam is forbidden… The use of anyone else to take an exam for a student is forbidden.

**Plagiarism:** Students [whether working individually or in groups] are required to submit their own work. Ideas, data, direct quotations paraphrasing or any other incorporation of the work of others must be clearly referenced. To do otherwise constitutes plagiarism. Examples of plagiarism include:

- the use of other persons or services to prepare written work that [the student submits as his or her] own.
• the use of previously or concurrently submitted papers or segments thereof written by … the student himself or herself; and
• submission of the same or very similar papers in different sections of multiple section courses by collaborating students.

The behaviors just described are not all-inclusive, but only examples of plagiarism and other forms of cheating. **No form of cheating or plagiarism is acceptable.** Since students in other sections of this course may have the same or highly similar assignments and exams, **it is considered a violation of the Stern Ethics Code if a student from a section that has completed an assignment or quiz shares information with a student in another section that has not yet completed that assignment or quiz.** Further, according to the Stern Student Code of Conduct, if a student has knowledge of or observed a violation of the Code of Conduct, he or she is obligated to report the incident to the instructor.

5. **Extra Credit**

There are NO opportunities to improve your grade through work for extra credit.

H. **MISCELLANEOUS**

1. **Getting the Information You Need**

The TA and I will use two methods – in class and e-mail – to make announcements of such things as syllabus revisions, details on assignments, grade breakdowns, and any other information about which you need to be aware. Not every announcement will be made both ways. It is your responsibility to check your e-mail at least once a day during the week (Monday through Friday) and you will be expected to be aware of any e-mail announcements within 24 hours of the time the message was sent. If for some reason you are not able to check your e-mail, find out from a classmate whether anything was sent that you need to know. It is also your responsibility to be aware of all announcements and handouts given in class. If you miss a class, get copies of materials from classmates. Do not ask the TA or me to review what happened in class. If you are having trouble with e-mail or the class web site, read the notes below before contacting me.

If you have trouble hearing in class because of distractions around you, quietly ask those responsible to stop. If the distraction continues, please let me know. It often is not possible for me to be aware of such things.

2. **Using E-mail and the Course Web Site**

First, I am NOT a computer consultant and neither is the TA. Here are some helpful hints concerning use of e-mail and the course website. Many of you are undoubtedly conversant on this subject and will not need to read them. However, if you have trouble after using the instructions below, check first with at least one consultant in the Stern computer lab. If he or she cannot resolve your problem, then try asking the TA.
Your E-mail address. Once you are registered for this course, the registrar will send your name to our computer folks and, if you don’t have one already, a Stern e-mail address will be created for you. It will be the same username that is on your NYU ID, but the Stern account will end with @stern.nyu.edu. Your default password will be your social security number, so change it as soon as possible. To do this, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “Change Password.” If you do not have a Stern e-mail address or cannot access it, see someone in the Stern Computer Lab in Tisch Hall (Room LC-13; Phone: 998-0399). If he or she can’t help you, ask to see a supervisor.

If you would prefer to receive e-mail at an address other than your Stern e-mail address, have your Stern e-mail forwarded to your preferred address. To do this, simply visit the Simon web site (http://simon.stern.nyu.edu), log in with your Stern ID and password, and click on “E-mail Options.”
INFORMATION FORM
Advertising Management

Professor Jacoby        C55.0003.001        Spring 2005

Print Your Name: ___________________________

ID#: ________________________        School:___________________________

Home phone #: ____________________________        Work phone #:____________________

Major(s): ______________________________

Preferred e-mail address (print clearly, lower case): ________________________

Hometown?____________________________________________________

Are you employed at present?      ___Yes, full-time      ___Yes, part-time      ___ No

If employed, please state company name, your title and the kind of work you do:

_____________________________________________________________________________

_____________________________________________________________________________

List any classes you will miss for religious observance:

_____________________________________________________________________________

_____________________________________________________________________________

List other courses (titles and professors) you are taking this semester:

_____________________________________________________________________________

_____________________________________________________________________________

***PHOTOCOPY OF ID NOT DESIRED; OK ONLY IF YOU ARE CLEARLY RECOGNIZABLE. PLEASE STAPLE YOUR PICTURE IN THE AREA ABOVE. DO NOT HAND IN LOOSE PICTURE, PICTURE ATTACHED WITH A CLIP, OR PICTURE STAPLED ON A SEPARATE PAGE.
Please describe your life experiences (including work experiences) and any special interests that relate to this course.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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____________________________________________________________________________
____________________________________________________________________________

**Buddy Responsibilities (in case of absence or tardiness):**

1. Provides/shares copies of notes;
2. Obtains extra copy of all handouts;

Names and phone numbers of your two buddies:

<table>
<thead>
<tr>
<th>Buddy</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>

**Contract:**

Please read the following statement and indicate your agreement by providing your signature below. Before signing, be sure to read the syllabus thoroughly.

“I have read this syllabus thoroughly. I understand and agree to the requirements associated with this course.”

___________________________________________ _________________
Signature                                                             Date