

**DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

Leonard N. Stern School of Business  
New York University

**ADVERTISING MANAGEMENT<sup>1</sup>**  
**C55.0003.001; Spring 2005**

*Class meetings:* Tuesdays and Thursdays, 2:00 to 3:15 p.m., TISCH UC63

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

*Office Hours:* TBA  
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:* TBA

The best way to contact the TA is in class or via e-mail. You can also fax things to the TA using my fax number (995-4006) – just make sure you put **both** my name and his/her name on the cover sheet.

*Required Text:* William Wells, John Burnett & Sandra Moriarty. *Advertising: Principles and Practice*. Prentice Hall 2003. **Make sure you get the 6<sup>th</sup> edition!!!**

*Required Project Handbook:* Distributed in class on the first day of class

*Grade components<sup>2</sup> and weights:*

1. Quiz #1	15%
2. Quiz #2	15%
3. Quiz #3	15%
4. In-class participation	5%
5. Class ad agency project	
(see section D within)	50%
	100%

*Class Website:* All Stern courses have a Blackboard site. To access this site, go to: <http://sternclasses.nyu.edu> and log in with your Stern NetID and Password. Your User name/Stern net ID is simply whatever comes before the “@” in your

---

<sup>1</sup> Prepared on January 6, 2004, this syllabus provides a general plan for the course. Deviations may be necessary.

<sup>2</sup> An Information Form will be distributed during the first class and is due at the beginning of the second class, with a photo of yourself (one that looks like you, please!). Among other things, this will help the TA and me learn who you are. This is a no-brainer part of your grade. You will receive no points toward your grade when you complete this requirement, but your final grade will be reduced by one letter grade (for example, from an A- to a B+) if you fail to fulfill this requirement.

**DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

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 S2004 to enter the course. If you have any questions, email [edtech@stern.nyu.edu](mailto:edtech@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](http://www.edventurepartners.com). As discussed below (Page 5), you **must** register on this website prior to our class meeting on 1/26.

The EdVenture program facilitator assigned to the class, Craig Brodsky, can be reached at: [cbrodsky@edventurepartners.com](mailto:cbrodsky@edventurepartners.com)

*Other course materials:* I may occasionally hand out supplemental materials in class or send them 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).

*Sections for the remainder of the syllabus*

	<u>Page</u>
A. Planned class-by-class sessions	3
B. Course overview	4
C. Specific course objectives and approach	4
D. The class “Ad Agency” project	5
E. The assigned text chapters	7
1. Typical class session	7
2. Pre-class preparation	7
3. In-class participation	8
F. Exams	10
G. Grading policies	11
H. Miscellaneous	13

**DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

**ADVERTISING MANAGEMENT  
C55.0003.001; Spring 2004**

**PLANNED CLASS SESSIONS<sup>3</sup>**

Session	Date	Topic	Readings	Other Assignments <sup>4</sup>
1	1-21	Introduction	<b>Text:</b> Ch 1: Intro to Advertising	Information Form at end of syllabus is due
2	1-26	<i>Class project launch/overview<sup>5</sup></i>	<i>Entire Project Handbook</i>	
3	1-28	<i>Presentation by client and agency</i>		Task preferences due
4	2-02	How Advertising Works	Text: Ch 6:	
5	2-04	The Consumer Audience	Text: Ch 4; + Handout #1	
6	2-09	Account Planning and Research	Text: Ch 5:	
7	2-11	Marketing and Advertising	Text: Ch 3: only pages 64-65, 79-89 Text: Ch 7:	<i>Departmental Task Group reports due</i>
8	2-18	QUIZ #1	<b>Covers:</b> Ch 1, 4, 5, 6 and 7	
9	2-23	Creative Side of Advertising	Text: Ch 11:	
10	2-25	Copywriting	Text: Ch 12:	
11	3-01	Persuasive Communications	Handout #2	
12	3-03	<i>Review/critique Preliminary presentation</i>		
13	3-08	<i>Preliminary Presentation to client</i>		
14	3-10	<i>Post-presentation review/revision</i>		
15	3-22	Media Planning/Buying	Text: Ch 8:	
16	3-24	Print Media	Text: Ch 9:	
17	3-29	Design & Production	Text: Ch 13:	
18	3-31	Public Relations	Text: Ch 16:	
19	4-05	QUIZ #2	<b>Covers:</b> Ch 8, 9, 11, 12, 13 + Handouts #1 and 2	
20	4-07	Direct Response Advertising	Text: Ch 14:	
21	4-12	Broadcast & Online Media	Text: Ch 10:	
22	4-14	The Integrated Campaign (IMC)	Text: Ch 19:	
23	4-19	Symbolism in Advertising	Handout #3	
24	4-21	Deceptive Advertising	Text: Ch 2; Handout #4	
25	4-26	<i>Review/critique Final presentation</i>		
26	4-28	<i>Final Presentation to Client</i>		
27	5-03	QUIZ #3	<b>Covers:</b> Ch 2, 14, 16, 19, + Handouts #3 and 4	
FINAL				

**B.**

<sup>3</sup> Prepared on January 6, 2004, this syllabus is a general plan for the course. As the semester evolves, there may be deviations. For example, portions of class periods may be used to meet with your primary group (see Section D, below), share ideas with other groups, solicit the aid and expertise of class members who are not part of your primary group, brainstorm ideas, meet with the client, meet with the EdVenture program facilitator assigned to the class (Craig Brodsky), etc.

<sup>4</sup> Additional tasks and due dates will be established as we proceed through the semester.

<sup>5</sup> *Items in italics refer to Class "Ad Agency" Project (see Section D, below).*

## **COURSE OVERVIEW**

Over the past 100 years, advertising has become an integral and omnipresent part of American life. This course is designed to reflect the role of advertising in providing information, in persuading, in selling and in creating popular culture. Students will learn the fundamentals of the advertising business as well as how to evaluate advertising and how to develop an advertising campaign. Students will be also 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 something in the order of 10 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 advertising management process
  - Understanding 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 a real-world advertising campaign.

#### **APPROACH:**

The course consists primarily 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 promotional campaign. Additionally, there will be one lunchtime presentation (12:20 to 1:20 p.m.) by a prominent member of the advertising industry at which ***your attendance is required***. The exact date and place of the presentation will be announced later.

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 CLASS “AD AGENCY” PROJECT**

**Half of your grade** (50%) will be determined by your performance as part of a comprehensive promotional campaign project. 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 projects undertaken are generally of a type classified as social marketing, public service or cause advertising.

The counties in and around New York City are home to a large number of Arab Americans. You and your classmates will form an advertising agency tasked with developing a campaign to stimulate interest within the Arab American community for some of its members to assume positions as U.S. Army Linguists. This campaign will culminate in an “Event.” The nature of the event will be determined by your ad agency (class).<sup>6</sup>

As part of this class, you will experience what it is like to work for a real advertising agency. Over the course of your 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 U.S. Army and its advertising agency, Leo Burnett, a major U.S. ad agency headquartered in Chicago), 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 will be one of approximately 10 such classes at schools around the country working independently on the same project.)

**Registering on EdVenture Partners website.** Prior to our class meeting on 1/26, everyone must register. Go to [www.edventurepartners.com](http://www.edventurepartners.com). Select “Login” in the upper right-hand corner. You should be able to create your own user name and password. Choose “US Army” as the client, “NYU” as the program name, and use “549” 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 know what is available for your department on this website, and to use it throughout the project.

The entire class will work together to complete this project, with each person having both a Primary and a Secondary Task assignment. These assignments involve working in specific departments having primary responsibility for one component of the project (e.g., Strategy, Budgeting, PR, etc.).

**Note on assignments to departments/tasks.** Each agency member will be allowed to request his/her primary and secondary departments. However, due to the critical nature of each department’s contribution, the agency must have sufficient support across all areas. Thus, you may be asked to work in a department that differs from your first or second choice. Assignments will be made based on the perceived skills, interests, and capabilities of agency members. We must all work as a team to make the project a success. Your contribution in any area(s) in which you are assigned to work will be critical.

---

<sup>6</sup> The afternoon Advertising Management class will be working on a Citibank sponsored project to educate college students regarding responsible credit card usage. If you have a serious problem working on a project sponsored by the U.S. Army and provide me with a signed letter to that effect then, providing space is available, you may transfer into the afternoon section (which meets Mondays and Wednesday from 2 to 3:15 p.m.). Note that the U.S. Army and Citibank projects require precisely the same amount of work and time commitment.

**DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

The 50% 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 21. It is important that you read this handbook carefully before coming to class on Wednesday, January 28. For this reason, a brief quiz on the contents of the Handbook will be given at the beginning of the January 28<sup>th</sup> class. No makeup quizzes will be offered, so be there, and be on time.
2. **Primary Task/Department grade (30%):** The Primary Task/Department grade will consist of two components – Performance and Teamwork.

**PERFORMANCE Component (15%).** All members of a department will receive the same Performance grade based on their handling of their aspect of the project. Part of this evaluation will depend on your department’s ability to meet deadlines set during the semester. Deadlines for materials for a proposal, final report and presentation will be set, and it is the responsibility of *everyone in the department* to do whatever is necessary to meet those deadlines. *If the department does not meet its deadline for any required materials, there will be a grade deduction for all department members on this component for each missed deadline.* For example, if the Published Reports department sets a deadline for proposal materials of Monday, February 16, and the materials from the Promotion Department are not turned in until Tuesday, February 17, each member of the Promotion Department will be penalized on the **Primary Task Performance** component of the grade. Note that all materials require proof-reading by a representative of EdVenture Partners; therefore *deadlines are not flexible* once they are set. In assigning the Performance grade, consideration will be given to the reactions of the client and the program manager from EdVenture Partners

**TEAMWORK Component (15%).** This part of your grade will be based on your participation as part of your primary department/team. For example, your attendance at meetings, preparation for and participation in those meetings, completing the assignments given by your department, etc. *Think of this as a professional agency, where showing up for work and then doing your share of the work are NOT optional, and prior notice and an excuse for missing a day of work is expected.*

At the end of the semester, I will distribute forms to all Primary department/group members to be used by them in rating the level of contribution provided by all other members in their department/group. If the student believes that all members of his/her group contributed about equally, s/he would give each group member the same number of points. If the student believes a group member contributed more than, or less than, average, they would allocate the points to show the relative amount of contribution. The grade each group member receives for the project will then be weighted accordingly.

3. **Secondary Task/Department grade (15%):** You will also be assigned to a secondary area of responsibility. For example, while your primary responsibility may be to Strategy Department, you also will be a secondary member of another department, say PR. Fifteen percent of your grade will be based on your contribution *outside your primary agency responsibilities*. The Secondary Task/Department grade also will consist of Performance and Teamwork components, determined as described above, with the percentages distributed as follows.

**PERFORMANCE Component (7.5%).**

**TEAMWORK Component (7.5%).**

## **DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

### **4. Mandatory areas for all class members**

Three tasks are *mandatory* for *all* class members. Regardless your primary or secondary areas of responsibility, you *must* participate in all three of these 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 50 or more students in the class, it is anticipated that each student will be required to conduct somewhere in the order of 2 to 6 “pre-event” interviews and another 2 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, and 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 negatively impact your grade.
- Attending *all* client meetings, including visits and presentations: At various points during the semester, there will be visits from our client (the U.S. Army), their outside ad agency (Leo Burnett) and from 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.

## **E. THE ASSIGNED TEXT CHAPTERS**

### **1. Typical Class Session**

Other than the class meetings devoted to the Ad Agency project and 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

## **DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

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.

Insofar as readings in the assigned text are concerned, some students find that working in study groups with 1 or 2 other students who read and discuss the chapters before class to be very helpful.

### **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. **Students having more than 1 unexcused absence will have their final course grade lowered accordingly.** Specifically, beginning with the second unexcused absence, the student's grade will be lowered so that he or she will be placed two slots down the final class ranking for each unexcused absence. For example, if a student ranked 11<sup>th</sup> at the end of the semester, but had five unexcused absences, that student would be re-ranked to the 17<sup>th</sup> position, thereby likely forfeiting an A and receiving a B instead.

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 recently 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.**

**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?** For class participation to be possible, you must attend. Note, however, that attendance is only a very 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 experience, 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**.



**DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

Indicators 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 is More Than a One-On-One Dialogue.*** 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.

## **DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

***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:*** There likely will be more than 50 students in the class. To make it easier for the TA and me to learn your names, by the second class, please choose a seat in which you will be comfortable for the semester. 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 second class, please collect your **name card** from the TA at the beginning of the class, then **return it to the TA at the end of class**. If you sit in the wrong seat or forget your name card, you may not be given credit for your participation in 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.

### **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 content of 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.

#### ***2. Not taking 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 it at another time.

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.

**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 5<sup>th</sup> class session.

### ***2. Likely grade distribution***

A	Approximately 25% to 30% of students
B	Approximately 40% of students
C+ and lower	Approximately 30% of students

### ***3. Rebuttals***

If you feel that a calculation or judgment error has been made in grading, please **write a formal memo to your 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*

## **DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

*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 important 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.

**DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

***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 2004

*Staple  
your photo  
here  
\*\*\**

Print Your Name: \_\_\_\_\_

ID#: \_\_\_\_\_

School: \_\_\_\_\_

Home phone #: \_\_\_\_\_

Work phone #: \_\_\_\_\_

Major(s): \_\_\_\_\_

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

Expected  
graduation date: \_\_\_\_\_

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.**

**DRAFT SYLLABUS. PLEASE CHECK LATER FOR UPDATES!**

Please describe your life experiences (including work experiences) and any special interests that relate to this course.

---

---

---

---

---

---

---

---

**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:

<u>Buddy</u>	<u>Phone Number</u>
1. _____	_____
2. _____	_____

**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*