

## Advertising and Sales Promotion

### COURSE DESCRIPTION

#### **Advertising and Sales Promotion**

What comes to mind when you think of marketing? Does a favorite commercial jingle begin to play in your head? Or do you recall the irritating phone call from a company trying to sell you software you already have? No matter what your feelings are about it, there's no denying the sheer magnitude of the marketing industry. Every year companies spend \$200 billion promoting their products and services—and that's in the United States alone! Experts estimate that by the time you turn 65, you will have seen nearly 2 million TV commercials, not to mention radio ads, billboards, and online advertisements. You're familiar with what it's like on the receiving end of a company's marketing efforts, but what's it like on the other side? In this Advertising and Sales Promotion course, you'll learn how marketing campaigns, ads, and commercials are conceived and brought to life. You'll meet some of the creative men and women who produce those memorable ads and commercials. And you'll discover career opportunities in the field to help you decide if a job in this exciting, fast-paced industry is in your future!

### COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

### **COURSE PARTICIPATION OBJECTIVES**

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

### **Citizenship**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

### **Communication**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

**COURSE OUTLINE**

**Unit 1 – Introduction to Advertising**

How many different advertisements do you think the average person views on a daily basis? Ads are in magazines, on the radio and television, and even sent to us via email and text message. Living in modern-day society, it’s difficult to ignore the fact that ads are everywhere. In fact, advertisements have become so common that sometimes we tend to tune them out altogether. Because of this tendency, advertisers have to be more creative today than ever before, building bold ad campaigns that are impossible to ignore. In this course, you’ll be exploring the ins and outs of the advertising industry, including its history, the role it plays in our society, and the ethical and legal issues related to advertising.

**Learning Objectives**

- Distinguish among marketing and advertising terms.
- Categorize business activities, such as production, management, and finance, and describe how these activities relate to marketing.
- Describe the history of the advertising industry and its relation to today’s marketplace.
- Discuss laws regulating the marketing and advertising industries.

**Activities**

Unit 1 Text Questions	Homework	10 points
Unit 1 Online Lab Questions	Homework	10 points
Unit 1 Activity	Homework	15 points
Unit 1 Discussion 1	Discussion	5 points
Unit 1 Discussion 2	Discussion	5 points
Unit 1 Quiz	Quiz	15 points

**Unit 2: Advertising in the 21<sup>st</sup> Century**

Have you ever looked at the ads in an old newspaper? These ads were once small black-and-white columns in newspapers that did little more than describe the product for sale. The industry has come a long way since then, and it continues to evolve. In the 21st century, advertisers face the challenge of marketing to a diverse, global society with ever-changing interests, preferences, and values. In this unit, we'll look at how advertisers are meeting those challenges. In particular, we'll look at how the global marketplace, cultural diversity, and technology (especially the Internet) have changed the way marketers deliver their messages. We also look at how marketers have developed the relatively new market of women sports fans.

**Learning Objectives**

- Describe the influence of international marketing on the advertising industry.
- Explain the impact of multiculturalism and multi-generationalism on advertising marketing activities.
- Identify the importance of understanding cultural diversity from a marketing perspective.
- Discuss how diversity affects sports and entertainment marketing.

**Activities**

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

### **Unit 3: Careers in Advertising, Promotions, and Marketing**

Did you know that nearly half a million people are employed by the advertising, promotions, and marketing industry in the United States alone? Who are these people? What is it like to live a day in their shoes? There are many possible answers to these questions. The industry is so large and the work so complex that it takes many different types of workers with varying skill sets to accomplish the goals of advertising and marketing agencies and teams. In this unit, you'll learn about some of the most common career paths in this field and get a feel for what it's like to do the jobs held by advertising and marketing professionals.

#### **Learning Objectives**

- Discuss careers in the advertising and marketing industry.
- List the roles and responsibilities of various advertising, marketing, and promotions professionals.
- Explain the necessary education and training required for careers in the advertising and marketing industry.
- Identify the expected wages and salaries for jobs in the advertising and marketing industry.

#### **Activities**

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	15 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

**Unit 4: Finances in the Advertising, Marketing, and Promotions Industry**

Ask any small business owner or Fortune 500 CEO, and he will tell you that finances are one of the most important aspects of any business. No business decision—whether related to marketing, operations, human resources, or any other aspect of the company—can be made without carefully considering its financial implications. In this unit, you’ll learn the basics of finances as they relate to the advertising, marketing, and promotions industry.

**Learning Objectives**

- Identify sources of financial assistance for raising capital.
- Describe how businesses make purchases.
- Differentiate between buying for resale and buying for organizational use.
- Identify and describe types of financial documents used by businesses and agencies.
- Explain the purpose of financial records, such as budgets, balance sheets, and income statements.
- Discuss the relationship of perishability to profit and loss.

**Activities**

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Activity	Homework	15 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

**Unit 4: Finances in the Advertising, Marketing, and Promotions Industry (Continued)**

**Midterm Exam Objectives**

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

**Midterm Exam Activities**

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

### **Unit 5: Working in the Marketing, Advertising, and Promotions Industry**

If you want a job in the advertising and marketing field, you'll need the skills! But what skills do you need? In this unit, we'll look closely at the interpersonal skills valued in this industry. We'll also discover what employers in this industry expect from marketing, advertising, and promotions employees, and how you can expect to be treated as a professional in this field. As you study, keep in mind that many of these principles apply to a wide variety of other career choices as well, so learning about them will prove valuable even if you don't plan to pursue work in advertising and marketing. As an added bonus, the interpersonal skills you learn here can also help with relationships in your personal life!

#### **Learning Objectives**

- Identify and describe the interpersonal skills necessary for a successful career in marketing and advertising.
- Identify the role of professional organizations, trade associations, and labor unions in the advertising industry.
- Illustrate how teams function and describe team-building skills.
- Distinguish between the roles of team leaders and team members.
- Identify employers' expectations and appropriate employee work habits.
- Define discrimination, harassment, and equality.
- Identify characteristics of good leaders.

#### **Activities**

Unit 5 Text Questions	Homework	10 points
Unit 5 Online Lab Questions	Homework	10 points
Unit 5 Activity	Homework	15 points
Unit 5 Discussion 1	Discussion	5 points
Unit 5 Discussion 2	Discussion	5 points
Unit 5 Quiz	Quiz	15 points



**Unit 6: Behind the Scenes: Technical Skills Necessary for a Career in Marketing**

What comes to mind when you think of what it takes to be an exceptionally good marketer? While some natural talent in the area certainly doesn't hurt, still, certain skills have to be learned to succeed in this field. Marketing is a field that is constantly growing and changing. We've already explored the ways in which technology is changing the role of marketers. In this unit, we'll revisit the topic to identify the specific technical skills today's marketers need to compete in a high-tech global marketplace.

**Learning Objectives**

- Identify and describe types of persuasive rhetoric.
- Explain characteristics and purposes of a marketing-information system.
- Describe types of inventory control and how they relate to marketing.
- Explain the steps of the consumer decision-making process.

**Activities**

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion 1	Discussion	5 points
Unit 6 Discussion 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

### **Unit 7: Principles of Selling**

Advertising is just one part of a company’s marketing and promotions strategy. Personal selling is often one part of a company’s promotion mix. In this unit, we’ll examine this promotional strategy in more detail. You’ll learn when personal selling is an appropriate technique to use and how to implement it effectively. You’ll also learn about how selling impacts the overall economy of the United States.

#### **Learning Objectives**

- Discuss the purpose and benefits of personal selling.
- Explain lead generation and lead qualification.
- Explain the five steps of selling.
- Identify the importance of following up after the sale is closed.
- Describe effective strategies for training and educating sales staff.
- Explain how selling contributes to economic activity.

#### **Activities**

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Activity	Homework	15 points
Unit 7 Discussion 1	Discussion	5 points
Unit 7 Discussion 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

### **Unit 8: Culminating Project: Developing a Promotional Plan**

Throughout this course, you’ve learned a great deal about the marketing, advertising, and promotions industry. You’ve reviewed the history of marketing, examined its evolution into the 21st century, and discovered the skills needed to pursue one of the several career paths the industry has to offer. In this unit, you’ll have the opportunity to apply what you’ve learned by developing a promotional plan of your own. For the purposes of this unit, imagine that you are an entrepreneur or small business owner looking to market an original idea for a new product. As you progress through the unit, you’ll have the chance to develop your product concept and create a promotional plan to ensure that your product is successful with your target market. Let’s get started!

#### **Learning Objectives**

- Describe stages of new-product planning.
- Define product mix.
- Identify stages of the product life cycle for new or existing advertising marketing plans.
- Analyze a promotional plan for effectiveness.

#### **Activities**

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Activity #1	Homework	15 points
Unit 8 Activity #2	Homework	15 points
Unit 8 Discussion 1	Discussion	5 points
Unit 8 Discussion 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

**Unit 8: Culminating Project: Developing a Promotional Plan (Continued)**

**Final Exam Objectives**

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.  
(Note: You will be able to open this exam only one time.)

**Final Exam Activities**

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

**HOW YOU WILL BE GRADED**

**For critical thinking questions**, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

**It is important to provide detailed answers for insight/opinion questions.**

**For review questions**, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

**When submitting paragraphs**, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

**GRADE SCALE**

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

## **SUPPORT**

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at [info@nuvhs.org](mailto:info@nuvhs.org) or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

## **EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)**

### **Engaged Learners**

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

### **Critical Thinkers**

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

### **Effective Communicators**

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

**Global Citizens**

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century