

**I. CATALOG DESCRIPTION:**

A. Department Information:

Division: Humanities  
Department: RTVF  
Course ID: RTVF 105  
Course Title: Radio and Television Advertising  
Units: 3  
Lecture: 3 Hours  
Prerequisite: None

B. Catalog and Schedule Description: This course examines the character and composition of advertising, including the relationship between television and radio stations or networks, advertising agencies, and clients. This course includes audience and consumer ratings, research techniques, and examines the impact of new technologies on advertising techniques. Students gain experience writing commercials and creating advertising campaigns for radio, television, and the Internet.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: ONE**

**III. EXPECTED OUTCOME FOR STUDENTS:**

Upon successful completion of the course, the student will be able to demonstrate proficiency in the following areas:

- A. Comprehend and explain the planning and research behind advertising
- B. Demonstrate research skills through class projects
- C. Explain the business of broadcast and narrowcast advertising
- D. Interpret the covert and overt messages in advertising
- E. Create a successful local marketing campaign
- F. Explain the relationship between advertising agencies, stations, networks, and clients
- G. Explain how audience rating systems work including:
  1. How are audiences measured?
  2. Who measures the audiences?
  3. What is the difference between a rating and share?
  4. What is the difference between psychographics and demographics?
  5. How are ratings used and interpreted?
  6. What research goes into creating an advertising campaign?
  7. What is the impact of new technologies on advertising?
    - a) Has Internet advertising changed broadcast advertising?
  8. What other potential technologies impact advertising? How?
- H. Creating a campaign: audience analysis, slogans, and storyboards, for radio, television, and Internet audiences

**IV. COURSE CONTENT:**

- A. What are the roles of advertising?
  1. Purpose
    - a) To inform
      - i. Educational
      - ii. Social
        - 1) To persuade
        - 2) To remind
  2. Types
    - a) Institutional
    - b) Informative

- c) Persuasive
    - d) Reminder
  - 3. 5 "Ms"
    - a) Mission
    - b) Money
    - c) Media
    - d) Message
    - e) Measurement
- B. Advertising spiral/brand equity
  - 1. Branding
  - 2. Product Life Cycles
  - 3. Product Development Strategies
  - 4. Brand Adoption
  - 5. Brand Loyalty
  - 6. Types of Brands
- C. Basic media strategy: what goes into an ad campaign?
  - 1. Basic Strategy:
    - a) Get attention
    - b) Keep attention
    - c) Create a problem
    - d) Solve a problem
    - e) Get action
  - 2. Choosing a medium
    - a) Radio
    - b) Television
    - c) Print
    - d) Internet
    - e) Other
  - 3. Choosing a schedule
    - a) Advantages
    - b) Disadvantages
- D. Using radio (audio), television (video), and multimedia (Internet)
  - 1. Radio
    - a) Broad reach
    - b) Frequency
    - c) Target market
    - d) Advantages/Disadvantages
  - 2. Television/Video
    - a) Pictures
    - b) Target market
    - c) Advantages/Disadvantages
  - 3. Multimedia (Internet/CD-ROM/etc.)
    - a) Narrowcasting
    - b) Targeting
    - c) Advantages/Disadvantages
- E. Understanding subliminal ads: how to interpret the covert and overt messages in advertising
  - 1. Low-level awareness
  - 2. Answer 'Yes'
  - 3. "Buzz words" (e.g., 'free', 'new', 'limited offer')
  - 4. "Nonsense words" (e.g., '10% more', 'virtually', 'improved')
  - 5. Equate with wealth, fame, etc.

- F. The relationship between advertising agencies, stations, and networks: who's buying what, who's selling what?
- G. Using television/ratings/shares/gross rating points/local TV ads/psychographics and demographics/target marketing/market potential/direct marketing and direct response
- H. How to interpret ad claims: is the ad REALLY saying what you think it's saying?
- I. Understanding trademarks, brands, and products

**V. METHODS OF INSTRUCTION:**

- A. Lectures are combined with video, audiotape, and computer demonstrations and analysis of advertising
- B. Students will be asked to find and analyze examples of various types of campaigns
- C. Guest speakers and field trips may be used to enhance classroom instruction
- D. Class projects will be used to give students hands-on experience in advertising.

For on-line classes, lectures will be delivered via computer with the same course content as classroom lectures; students will participate in on-line discussions that will also parallel traditional classroom discussions. Written assignments will be identical in content. Tests will be given in proctored exam situations, during on-campus scheduled class periods, or on-line as open book essay tests, at the discretion of the instructor.

**VI. TYPICAL ASSIGNMENTS:**

- A. Assignment #1: Subliminal Ad Bring in an example of a subliminal advertisement. Be prepared to present your advertisement to the class, and explain why you consider it a subliminal ad.
- B. Assignment #2: Direct Mail Bring in an example of a direct mail advertisement. Be prepared to present your advertisement to the class and BRIEFLY explain why this advertisement represents a good(bad) campaign.
- C. Assignment #3: Television analysis Bring in a video taped example (1/2" VHS format) of a commercial. Be prepared to present the advertisement to the class and briefly explain why this advertisement represents a good (bad) campaign. Hand in a one page, typed, double-spaced report.
- D. Assignment #4: Radio analysis: Bring in an audiocassette of a radio commercial. Be prepared to present the advertisement to the class and briefly explain why this advertisement represents a good (bad) campaign. Hand in a one page, typed, double-spaced report.
- E. Assignment #5: Ad Claims test: Find an ad campaign (print, TV, and/or radio) that makes a claim for its product (10% thicker, gets clothes brighter, faster acting than any other . . .). Test the product's claim. **Note: this does not have to be an expensive test!** For example, "more raisins" - buy two boxes of competing brands of "Raisin Bran" cereal, and count the raisins. "Faster acting" - use two cleansers side by side on the same stain.
  - 1. Assignment #6: Ad campaign  
Create an advertising campaign for a department, club or service on campus, such as the Communications Department, the Parents Club, or Disabled Student Services, or a local nonprofit organization such as The Red Cross, a homeless shelter, or a drug hotline. Include in your campaign: Basic media strategy, Target Market (identification, and how well you meet it), Slogan, copy (tv script), copy (radio script), storyboard (TV).

**VII. EVALUATION:**

- A. Method
  - 1. Class participation
  - 2. Quizzes, tests,

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3. The written analyses of various campaigns, and
  4. The creation of an advertising campaign.
- B. Frequency
1. Class participation: weekly
  2. Quizzes, tests: at the discretion of the instructor, however, at least one written examination will be given during the semester
- SAMPLE QUESTIONS:
- a) What is advertising, and what are the three primary rules for developing effective advertising?
  - b) What are the stages of marketing, and how are they used to determine a campaign?
  - c) What is the difference between a brand and a product, and why is it an important distinction?
  - d) What is brand equity and how does it affect a campaign?
3. The written analyses of various campaigns: students will analyze at least one campaign which uses at least two media, and
  4. The creation of an advertising campaign: students will create one campaign either individually or in groups during the semester.

**VIII.TEXT(s):**

The 33 Ruthless Rules of Local Advertising by Michael Corbett, Pinnacle Books; ISBN: 096673839X; (March 1999).

100 Best TV Commercials : And Why They Worked by Bernice Kanner, Times Books; ISBN: 0812929950; (June 1999).

11 Steps to Brand Heaven : The Ultimate Guide to Buying an Advertising Campaign by Leonard Weinreich, Kogan Page Ltd; ISBN: 0749428945; (December 1999).

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS:**

Students are required to provide any materials they need to create an effective advertising campaign (e.g., poster board, pictures, pens, paper).