

Annual Assessment Report AY22-23
ADVERTISING MAJOR AND MINOR

I. LOGISTICS

1. Contact person: Marthinus JC van Loggerenberg, Program Director (mvanloggerenberg@usfca.edu)
2. This report is an aggregate report for the Major and Minor.
3. No revisions have been made to the major or minor curricular maps.
 - The course used for the **Major** assessment has a blue arrow beside it on the 'course curriculum map' on page 2 (next page); [ADVT 320 Copywriting](#)
 - The course used for the **Minor** assessment, also [ADVT 320 Copywriting](#) has a blue arrow beside it on the 'course curriculum map' on page 3

ADVERTISING MAJOR COURSE CURRICULUM MAP

Course	Course Learning Goals	1. Critical thinking	2. Problem solving	3. Industry knowledge	4. Social justice	5. Teamwork	6. Communication
Course	Course Learning Outcomes	Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to thesis, analysis, and creatively solve real	Describe key industry players and brands and use agency tools, processes and	Evaluate the contextual ethical implications of advertising, and engage in	Work collaboratively with diverse team members, recognizing and negotiating	Articulate a clear message and effectively adapt it for a specific target audience
KEY	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery	I = Introductory; D = Developing; M = Mastery
ADVT101	1. Explain how advertising shapes consumer culture, and how both have changed over time 2. Define key concepts (economic, sociological, political) for understanding consumption and consumer culture 3. Analyze advertisements by performing close readings informed by rhetorical theories 4. Evaluate ads for their ethical and ideological impact 5. Assess the consequences of their own actions—as consumers, as critics, as culture-makers, and as citizens	I + D	I		I		I
ADVT102	1. Demonstrate a solid understanding of key persuasion theories and cognitive processing models 2. Articulate how advertising uses these fundamental theories and models to maximize persuasion 3. Analyze the power and influence of advertising and explain how it can positively and negatively impact an audience	I	I		I		I + D
ADVT201	1. Demonstrate a solid understanding of the history of the founders of strategic planning 2. Articulate the various internal agency roles and how they work together to build creative campaigns 3. Explain the role of strategy and a strategic planner 4. Work collaboratively in a team to conduct ethically responsible target, brand and product research 5. Productively contribute to the processes involved in designing and presenting a campaign strategy		D	I + D	I	I	I + D
ADVT202	1. Explain the function of and roles within the creative division of an agency and how these players work together 2. Show familiarity with and be able to discuss the creative philosophies and the work of legendary advertising creatives as well as contemporary industry leaders 3. Effectively apply creative development concepts, techniques and tools 4. Use a framework to critically assess their own creative work and the work of others 5. Understand and constructively contribute to the creative process required to 'pitch' a creative advertising campaign 6. Persuasively and creatively present a creative advertising campaign 'pitch' presentation and document in response to a creative brief	D	D	I + D	D	I + D	I + D
ADVT203	1. Explain the different roles in a Research Agency, who conducts and uses research in an Advertising agency and the purposes of research in advertising 2. Explain why ethical advertising research is important and how to ensure research is conducted ethically 3. Identify what make a research questions strong and be able to write research questions themselves 4. Explain a variety of methods and explain why one approach is better than another for answering particular types research question 5. Create both a basic quantitative and qualitative research design to answer an advertising related research question	D	D	I	I		D
ADVT301	1. Explain the advantages and disadvantages of different social media channels 2. Listen and monitor for conversation and brand mentions and conversations online 3. Write a basic social media strategy and plan ads on a selection of social networks 4. Create appropriate content for a variety of different social media channels 5. Function as an effective, contributing team member on the design and presentation of a social media marketing plan that builds trust and credibility within a community	I	I + D	I + D	I	D	D
ADVT302	1. Strategically evaluate problems and find new ways to define them 2. Define key stages of the innovation process and barriers to innovation 3. Distill actionable insight from everyday observations 4. Understand how quickly developed solutions can be tested and learned from for better outcomes	D	D	I	D	D	
ADVT303	1. Describe the various roles inside a media agency and explain how they work together 2. Explain how and why media agencies, creative agencies and clients best work together 3. Explain why different media are used and how/when they work best together 4. Analyze media strategies and media plans, explaining how they maximize advertising impact and exposure for a campaign and making recommendations for how they can be improved	D	D	I + D	D	D	D
ADVT320	1. Create and adapt messages across multiple mediums (i.e. radio script, mobile and billboard) 2. Discern how tone of voice can affect the perception of a brand 3. Explain how different approaches to language can have different effects on an audience and write with an awareness of a specific audience 4. Edit their work to make messages articulate and more succinct	D	D	I	D		D
ADVT321	1. Understand how clear visual communication can maximize the effectiveness of an execution 2. Use elements such as typography, photography, illustration, color and composition to establish different tones 3. Give and receive critical feedback and incorporate it into revising their work 4. Critically assess examples of visual communication for clarity and composition	D	I + D	I			D
ADVT380	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising course on offer but will focus on Introducing an Developing						
ADVT381	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Creative Advertising course on offer but will focus on Introducing an Developing						
ADVT392	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising Research course on offer but will focus on Introducing an Developing						
ADVT400 (Spring 2018 ADVT390 (06))	1. Employ strategic approaches for finding internship and job opportunities and targeting appropriate roles/companies 2. Produce unique, targeted hard-copy resumes and portfolios that best showcase existing work 3. Produce unique, customized targeted cover letters and leave-behind collateral 4. Develop an appropriate online presence and communicate their 'Unique Selling Proposition' (USP) into a 1-minute pitch 5. Present themselves effectively in networking, one-on-one and group introduction opportunities	D	D	D	I + D		D
ADVT401	1. Demonstrate to potential employers they have practical industry experience (or in-depth knowledge of a particular agency/organization) 2. Produce a unique, branded, targeted resume or portfolio 3. Produce a unique, branded, targeted cover letter and leave-behind and thank you letter 4. Develop an appropriate online presence and communicate a 'Unique Selling Proposition' 5. Present effectively in one-on-one and group opportunities	M	M	M	D	M	M
ADVT402	1. Prove to potential employers they have practical industry experience (or advanced in-depth knowledge of a particular role within a specific agency/organization) 2. Summarize and share what they have learned from their internship experience (or in-depth knowledge about a particular role within a specific organization) to the Advertising Majors at an end of year event 3. Deliver engaging, polished, and professional presentations about their internship experiences 4. Add new professional connections to their growing industry network	M	M	M	D		M
ADVT411	1. Interrogate a client brief to determine what research is required and lead basic primary and secondary qualitative and quantitative target audience and brand research in order to complete a strategic brief 2. Develop and execute a group project plan 3. Work constructively within a team and negotiate group challenges 4. Accept and integrate feedback into their strategic planning 5. Translate strategy into a competitive stand-alone document and 'pitch' presentation	M	M	D + M	M	M	M
ADVT412	1. Work with a strategic brief to develop an ethical, 'on brief' campaign 2. Develop and execute a group project plan 3. Work constructively within a team and negotiate group challenges 4. Accept and integrate feedback into their creative conceiving and development 5. Translate campaign idea into a competitive stand-alone document and 'pitch' presentation	M	M	D + M	M	M	M
Directed Study 498	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the course on offer but will focus on Developing and Mastery						
Directed Project 499	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will depend on the project						

ADVERTISING MINOR COURSE CURRICULUM MAP

Course	Course Learning Goals	PRIMARY PLOs		SECONDARY PLOs			
		1. Industry knowledge	2. Critical thinking	3. Problem solving	4. Communication	5. Social justice	6. Teamwork
Course	Course Learning Outcomes	Describe key industry players and use agency tools, processes and	Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to frame, analyse, and creatively solve real	Articulate a clear message and effectively adapt it for a specific target audience	Evaluate the contextual ethical implications of advertising, and engage in	Work collaboratively with diverse team members, recognizing and negotiating
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ADVT390	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising course on offer but will focus on introducing an Developing For ADVT390(06) Spring 2018: 1. Employ strategic approaches for finding internship and job opportunities and targeting appropriate roles/companies 2. Produce unique, targeted hard-copy resumes and portfolios that best showcase existing work 3. Produce unique, customized targeted cover letters and leave-behind collateral 4. Develop an appropriate online presence and communicate their 'Unique Selling Proposition' (USP) into a 1-minute pitch 5. Present themselves effectively in networking, one-on-one and group interviewing opportunities	D	D	D	I + D		D
ADVT391	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Creative Advertising course on offer but will focus on introducing an Developing						
ADVT392	Course Learning Outcomes and contribution to the Program Learning Goals and related Outcomes will vary depending on the Special Topics in Advertising Research course on offer but will focus on introducing an Developing						

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. No changes were made to the program mission statement since the last assessment cycle in November 2022. The mission statement thus remained the same for both the major and minor.

Major and minor mission statement:

Stand out amongst our peers as an Advertising program that instills a strong sense of social justice and responsibility in our students while equipping them with the theory, tools and experiences necessary to build rewarding futures.

2. No changes were made to the program learning outcomes (PLOs) since the last assessment cycle in November 2022, and thus remained the same for both the major and minor.

Major PLOs:

Program Learning Goals	1. Critical thinking	2. Problem analysis & problem solving	3. Industry knowledge	4. Social justice	5. Teamwork	6. Communication
PLOs	Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to frame, analyze, and creatively solve real-world problems	Describe key industry players and trends and use agency tools, processes and protocols	Evaluate the contextual ethical implications of advertising, and engage in advertising practices that are professional, socially responsible and in the mutual interests of organizations and communities	Work collaboratively with diverse team members, recognizing and negotiating individual differences and strengths, to solve problems and deliver solutions	Articulate a clear message and effectively adapt it for a specific target audience

Minor PLOs:

	PRIMARY PLOs		SECONDARY PLOs			
Program Learning Goals	1. Industry knowledge	2. Critical thinking	3. Problem solving	4. Communication	5. Social justice	6. Teamwork
PLOs	Describe key industry players and trends and use agency tools, processes and protocols	Independently critique advertising briefs, creative work and communication strategies	Apply academic and industry theories and tools to frame, analyze, and creatively solve real-world problems	Articulate a clear message and effectively adapt it for a specific target audience	Evaluate the contextual ethical implications of advertising, and engage in advertising practices that are professional, socially responsible and in the mutual interests of organizations and communities	Work collaboratively with diverse team members, recognizing and negotiating individual differences and strengths, to solve problems and deliver solutions

3. The particular PLO assessed for academic year 2022-2023:
 - Major PLO being assessed: Industry knowledge, I = *Introductory*
 - Minor PLO (primary PLO) being assessed: Industry knowledge, I = *Introductory*

Industry knowledge descriptor: Describe key industry players and trends and use agency tools, processes and protocols.

III. METHODOLOGY

ADVT 320 Copywriting, only offered in the Fall every year, is an elective for ADVT Majors and Minors. The requirement to take the course is obtaining at least a C-minus in ADVT 201 Fundamentals of Creative Strategy, which is a compulsory foundational course for both ADVT Majors and Minors. In addition, over the past five years, student work produced in this course secured 48 wins in various rounds of the American Advertising Awards. This is a very important aspect of promoting the program.

In Fall 2022, there were 15 majors who completed the course, and 11 minors, comprising 26 students (so, roughly a 60/40 split). Evaluation consists of four parts:

1. A series of weekly homework tasks, class participation and class presentations, consisting of 45% towards the final grade
2. The midterm, comprising 25% of the final grade
3. Group work on an integrated advertising campaign, representing 20% of the final grade, and
4. A showcase of each student's best work of the semester; 10%.

The midterm is a pivotal assessment point that directly focuses on industry knowledge in the context of copywriting (writing for advertising) and advertising (as a field or discipline within brand communications). Throughout the semester, students are taught what copywriters do, where they fit into an agency's organizational structure, and what their day-to-day life is like. However, to be successful in this course, a significant emphasis is on learning the creative tools that make for good copywriting, from headlines and slogans to short-form copy (to sell), correct use of tone and language, and also how copy fits into the "big idea," which is a universal building block of all advertising.

The midterm, in particular, focuses on gaining the essential industry knowledge in understanding and successfully applying the copywriting creative- and sales toolkit (i.e., the agency tools). This also directly relates to processes in reviewing creative work and the protocols copywriters must follow to create an impactful and industry-relevant copy. Copywriters usually work in a team with an art director. So, part of the toolkit also includes understanding of semiotics (how we tell stories through pictures), and the meaning of creative layout practice. Innately, trends in the industry in the context of successful copywriting, especially application over various media channels and consumer touch points, play an underlying role, as copywriting has significantly evolved through the ages with the emergence of digital media.

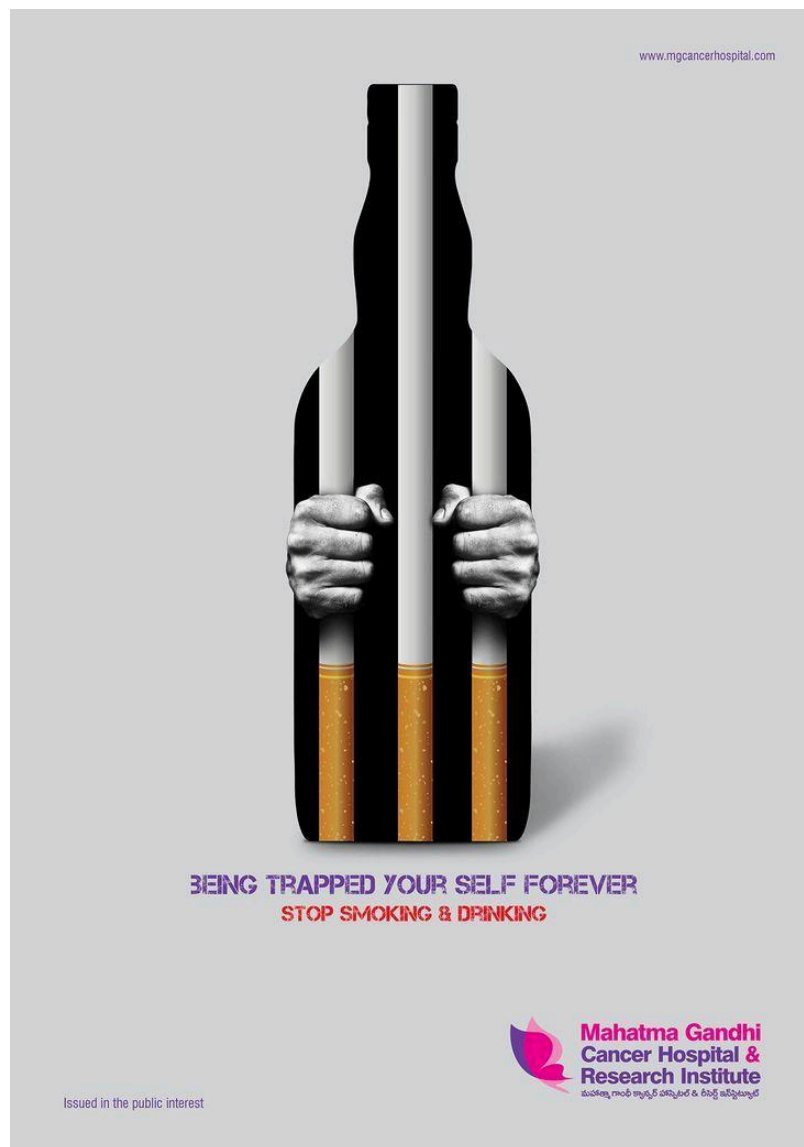
The midterm paper follows on the next pages.



ADVT320
Test – 2023
100 points
[10 sections of 10 points each]

Question 1: Storytelling by means of semiotics and iconography

Question 1.1 and 1.2 refer to this ad:



- 1.1 Identify and briefly explain the **iconographic meaning** of the Mahatma Gandhi Cancer Hospital & Research Institute ad. (2 points)
- 1.2 Identify and briefly explain the **tone** of the of the Mahatma Gandhi Cancer Hospital & Research Institute ad. (2 points)
- 1.3 Of the following two ads (Listermint and Nivea); which one in its picture analysis could be deemed more likely as **conceptual** in nature (as opposed to narrative)? A or B? (1 point)
- 1.3.1 Justify your answer (i.e., why you said either A or B is the **conceptual** one). (1 point)

A: Listermint mouthwash (against bad breath)



B: Nivea night cream



- 1.4 The composition of an ad comprises an element referring to its informational value. This depends on where the main focus (or object or primary copy) in the ad is relative to its compositional layout (and the placement of less important elements).

Match the **placement** of this element with its corresponding **informational value**.

(1 point each x 4)

Primary element placement on ad/ focus	Informational value
1.4.1 Top	A: New or novel
1.4.2 Left	B: Grounded/real
1.4.3 Right	C: Aspirational
1.4.4 Bottom	D: Familiar

*(So, just write down: 1.4.1 A, 1.4.2 C, 1.4.3 B, 1.4.4 D, for instance ...
whatever the correct 'match' is.)*

Question 2: Creative tools

This question refers to Mario Pricken's Kickstart Catalogue.

For Questions 2.1 and 2.2 that follow, choose only one of the following two ads.

Ad 1:



Ad 2:



Copy reads: Turning impressionism into hyperrealism
Brand: KelOptic (an online retailer of eyewear and lenses)

Before you start answering: identify your ad – Ad 1 or 2.

Now answer the following questions:

2.1 Identify a creative tool used in your ad of choice and motivate your answer. (2 points)

2.2 Identify another creative tool used in your ad of choice and motivate your answer. (2 points)

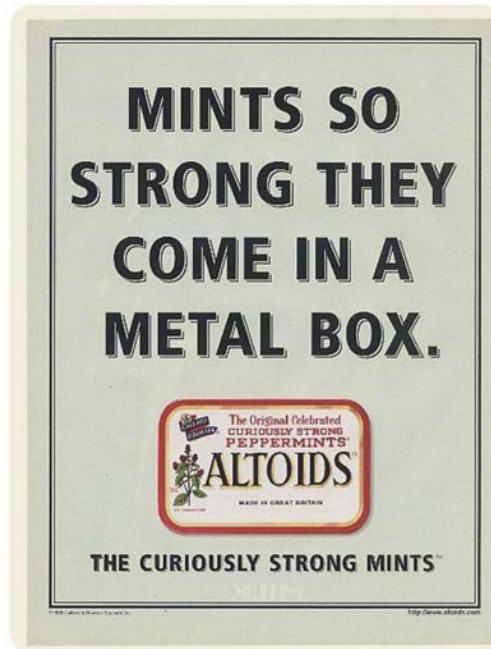
For 2.3-2.5, match the **tool** with the correct **description** of such tool (2 points each x 3 = 6)

Tool	Tool descriptor
2.3 Mixing and matching	A. How can the benefit be presented from the viewpoint of things or creatures affected by it?
2.4 Comparative juxtaposition	B. How can the problem and solution be combined to make the product message unambiguously clear in a single picture?
2.5 A change of perspective	C. How can the benefit be communicated by comparing the product with something from a completely unrelated context?

(So, just write down: 2.3 A, 2.4 C, 2.5 B, for instance ... whatever the correct 'match' is.)

Question 3: Headlines and slogans

- 3.1 Identify the most appropriate headline technique evident for the following Altoids ad and briefly motivate your answer. (2 points)



- 3.2 Identify the most appropriate headline technique evident for the following FedEx ad and briefly motivate your answer. (2 points)



3.3 Match the **slogan** with its most appropriate **technique** (or creative tool) employed to pack a punch.
(1 point each x 6)

Slogan	Technique (or creative tool)
3.3.1 Gillette: 'The Best a Man Can Get'	A. Rally the troops/ battle cry/ motivate
3.3.2 Nike: 'Just Do It'	B. Find the human truth
3.3.3 Oreos: 'Milk's Favorite Cookie'	C. Lean it up against something else
3.3.4 State Farm: 'Like a Good Neighbor, State Farm is There'	D. Rule of three's
3.3.5 Lay's: 'Betcha Can't Eat Just One'	E. Rhyme
3.3.6 The U.S. Marine Corps: 'The Few. The Proud. The Marines'	F. Be authentic & sell the benefits

(So, just write down: 3.3.1 A, 3.3.2 C, 3.3.3 B, for instance ... whatever the correct 'match' is.)

Question 4: Short form, tone and language

Here is an extract from the latest Trader Joe's *Fearless Flyer* (Fall edition, p. 14):

Trick-or-Treat? Treat. Always.

Haunted House Cookie Kit

Trader Joe's Haunted House Chocolate Cookie Kit is back again, here to haunt a Hallows' Eve. Like its wintry, gingerbread counterpart, this **Cookie Kit** is custom-crafted for Trader Joe's—and once you get it home, you get to custom-craft it just for you! You put it together, you decorate it with the ready-to-use icing and decorations, and you enjoy it throughout the season. (Feel free to enlist family and friends to help, of course.)

Instead of gingerbread, this **Kit** features **Chocolate Cookie** pieces for building. To adorn your spooky structure, check out the included accoutrements: a ghost-shaped cookie; candy bones, bats, and beads; and jelly beans that get their Halloween hues from black currant, carrot, pumpkin, radish, hibiscus, and other fruit & veggie juices.

At **\$8.99** each, our 39-ounce, D.I.Y. **Haunted House Chocolate Cookie Kit** is an affordable, edible exercise in architecture at a seasonally spectacular price. Grab one for each cookie-constructor in the household, or score several for a solo structural engineer-in-training. Whatever you do, don't wait too long to get one. We've upped our orders this year, but you never know... They don't call it *Haunting Season* for nothing.

4.1 Evaluate very briefly **the effectiveness of the use of language** used in the “Haunted House Cookie Kit” writeup against what you know good use of language in copywriting should be. (2 points)

4.2 Identify the **short form formula** most evident in this short sell (“Haunted House Cookie Kit”). Be very clear which formula it is and clearly show how it applies to the different parts of this Trader Joe’s writeup. (8 points)

Question 5: Print and outdoor

5.1 Give five pieces of *very brief* advice for aspiring copywriters on how to create and craft copy for successful **print** advertising. (5 points)

5.2 Review the following billboard:



Give an informed opinion as aspiring copywriter to the effectiveness of this ‘wear your seatbelt’ public announcement billboard. So, evaluate this billboard. Ensure your discussion would warrant five solid points of argument. (5 points)

Question 6: TV/AV advertising

6.1 Match the **type of TV/AV advertisement** with its most appropriate **execution**. (2 points each x 4)

Type of TV/AV advertisement	Execution
6.1.1 Demonstration (literal)	A. A little boy's heart is broken by a girl. He grabs for a Band-Aid and slaps it on his arm as he is conditioned to think that it may just also heal his broken heart.
6.1.2 Demonstration (metaphorical)	B. An extensive series of <i>flat</i> surfaces are shown for the duration of the ad (with eclectic music throughout), ending with a Samsung <i>curved</i> screen TV.
6.1.3. Demonstration (whimsical)	C. Our lead character goes to his friends with a few Budweiser beers in hand. His dog waits for him but our lead does not come home. We think we may have driven drunk and something's happened. But he walks in the door the next morning. He says he had a few beers and decided to rather sleep over. <i>A public service announcement by Budweiser.</i>
6.1.4 Stories	D. We insert an Energizer battery into a mechanical toy bunny and track how many days the bunny can 'keep going' until the battery runs out.

(So, just write down: 6.1.1 A, 6.1.2 C, 6.1.3 B, for instance ... whatever the correct 'match' is.)

6.2 On TV scripts, what do the following acronyms stand for?

6.2.1 FVO (1 point)

6.2.2 WS (1 point)

Question 7: Radio

7.1 I am interested in your opinion on the following radio ad:

SFX1: Crowd (45").

SFX2: Outdoors Sounds (45").

SFX3: Camera Clicks.

SFX4: Screaming Girls (Excitement).

FVO1: "Oh my GOODNESS, there he is!"

FVO2: "The KING."

Elvis Presley: "Ladies."

FVO3: "Look at his hair!"

FVO4: "So sleek! So soft!"

FVO1: "So perfectly coiffed!"

Elvis: "Thank you, thank you very much."

FVO2: "Would you look at that coat? It's SO shiny."

FVO3: "Forget the coat, look at the TAIL!"

[Pause]

Elvis: "...Huh?"

MVO [Matter-of-fact]: "Little-known-fact – Elvis was never known as the King. That title was given by the public to his pet basset hound Sherlock."

Elvis [Clearly offended]: "Why is the damn hound dog all you ladies care about? I'm sleek! I'm groomed! I'm soft!"

FVO4: "You just don't have... 'it'..."

FVO1: "That...royal factor."

FVO2: "Sherlock is a KING, Elvis. Fact is, you ain't nothin' but a hound dog."

MVO: "At Mutt Ugly, we know that a good grooming can separate the royals from the rest. Muttugly.com. For your canine and feline royalty - Imposters not accepted."

Write a brief essay where you evaluate (or critique) this “Mutt Ugly” radio ad, referring to the copywriting tips, tools, techniques, and rules you know that make for a well-written, creative and persuasive radio ad.
Make sure you write enough content for a total of ten possible points. (10 points)

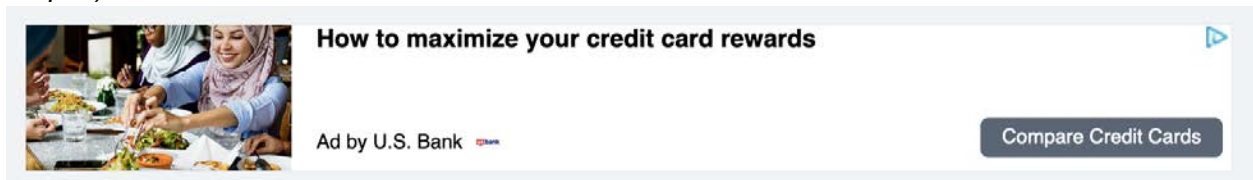
Question 8: Digital

8.1 What is on the ‘do’ list for good **online/ digital copy**, and what is on the ‘don’t’ list? Simply indicate ‘Do’ or ‘Don’t’ next to each of the following (for 1 point each):

- 8.1.1 Use of the *passive* voice
- 8.1.2 Focus on the *features*
- 8.1.3 Focus on the *benefits*
- 8.1.4 *Lyrical* copy
- 8.1.5 *Structured* copy

8.2 Identify the specific **type (or format) of digital advertisement** for the visual examples below (often requiring vastly different styles of copy!) (1 point each x 5)

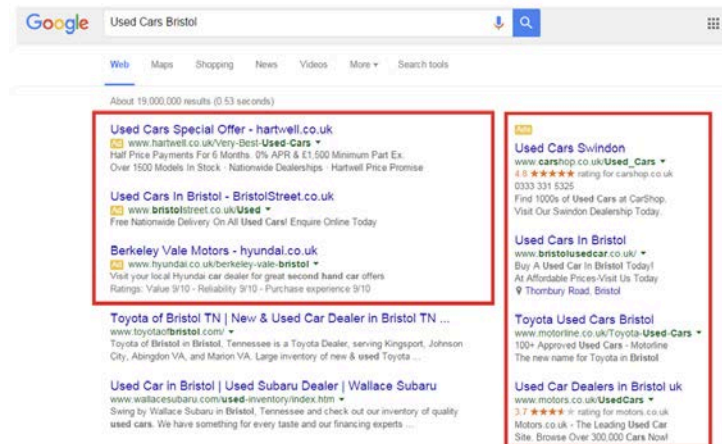
8.2.1 (*This would usually feature on a website, portal, news site – they come in different shapes*)



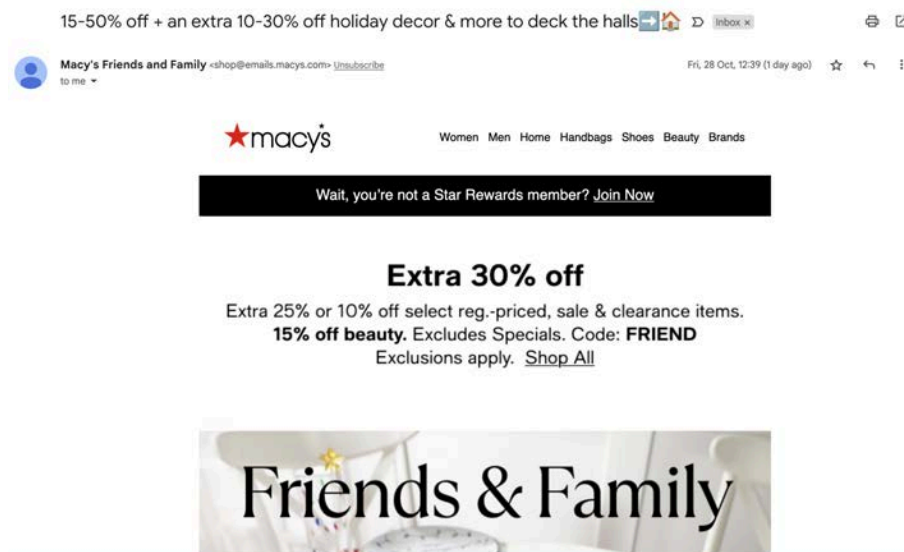
8.2.2



8.2.3



8.2.4



8.2.5



Question 9: Direct

Question 9.1. pertains to the DOORDASH ad below:



KopywritingKourse.com



9.1 State the five P's as per the 5P formula discussed in class, and identify the element on the direct mailer relevant to its corresponding 'P'. If it is not evident, just say 'Not evident'.

For instance:

- Pinocchio: The flying flames
- Pistachios: The dancing mermaid
- Personality: Not evident
- Etc.

Marks awarded as follows:

- 1 point per 'P' identified (5 points)
- 1 point per identification of the element on the DOORDASH direct mailer of the relevant 'P' (5 points)

So, I award points as follows ... up to 10 points:

- Pinocchio (*1 point*): The flying flames (*1 point*)
- Pistachios (*1 point*): The dancing mermaid (*1 point*)
- Personality (*1 point*): Not evident (*1 point*)
- Etc.

Question 10: Packaging

Question 10.1 pertains to a well-known and much-loved brand **Pringles**. Pringles is an American brand of stackable potato-based crisps.



Your copywriter intern approaches you with their proposed Pringles packaging copy – specially for the Original flavor Pringles (in the red can). This is what the intern wrote:

Pringles is a brand of crisps that would be deemed by most people as iconic. The Original flavor is considered to be a classic. These crisps satisfy cravings (hunger or just a snack) and is usually the number one go-to snack when you decide to have a party with your friends. It could also be a nice afternoon snack or just a snack-on-the-go or just a quick bite. There is never a bad time really to enjoy Pringles, the one you know so well, especially the Original flavor is always a sure bet to satisfy your snack cravings. Remember that because these crisps are in a resealable container, also deemed as iconic by the way, our crisps will always stay fresh for you to enjoy.

You are presenting this copy to your Creative Director in 20 minutes from now. You don't want to get fired ;-)

Improve this copy (in any way that you wish) to make for some ionic packaging copy (pardon the pun!) for **Pringles Original**. Yes, copy that will go onto the actual Pringles label on the can.

Pringles is a brand of crisps that would be deemed by most people as iconic. The Original flavor is considered to be a classic. These crisps satisfy cravings (hunger or just a snack) and is usually the number one go-to snack when you decide to have a party with your friends. It could also be a nice afternoon snack or just a snack-on-the-go or just a quick bite. There is never a bad time really to enjoy Pringles, the one you know so well, especially the Original flavor is always a sure bet to satisfy your snack cravings. Remember that because these crisps are in a resealable container, also deemed as iconic by the way, our crisps will always stay fresh for you to enjoy.

My advice is to keep it under 75 words if you can. The shorter the better! (10 points)

I will score your improvement attempt on the following rubric and rework it to a grade out of 10 – here's what to keep in mind:

Area and weight	Does not meet expectations (0-1)	Approaches expectations (2-6)	Meets expectations (7-8)	Exceeds expectations (9-10)
Structure (20%)	Lack structure, unclear, unconcise, and not understandable for the most parts	Lacks adequate structure, needs more clarity, somewhat unconcise, not that understandable	Somewhat structured, relatively clear, somewhat concise, mostly understandable	Structured, clear, concise, understandable
Language (25%)	Very poor grammar, unsatisfactory language and highly unsuitable tone	Grammar needs improvement, unsatisfactory language and unsuitable tone	Almost correct grammar, satisfactory language and almost suitable tone	Correct grammar, salient language and suitable tone
Original and creative (35%)	No fresh angle (unoriginal) and not unique at all	Few instances of any fresh angle and not unique enough	Some elements have a fresh angle and some elements are unique	Fresh angle and identifiably unique
Relevant to Pringles fan (10%)	No expected resonance whatsoever due to irrelevant copy	Resonance is somewhat of a stretch	Reader may resonate with some aspects of the copy	Reader will resonate with the copy
Ethical (10%)	Offensive and morally unjust copy that is not of acceptable societal standards	Questionable virtuosity, morals and acceptable standards in copy	Virtuous, mostly morally sound and mostly conforming to acceptable standards	Virtuous, morally sound and conforming to acceptable community standards

This is the end of the test.
Total: 100 points

IV. RESULTS & FINDINGS

Major	A	99.5
Major	A	99
Major	A	98
Major	A	96
Major	A	94.5
Major	A	94.5
Major	A-	92
Major	A-	92
Major	B+	88
Major	B+	88
Major	B+	87.0
Major	B	86
Major	B	86
Major	B	84.0
Major	B-	82.5
Av.		91.1 A minus

Minor	A	98.5
Minor	A	97.5
Minor	A	97
Minor	A-	93
Minor	A-	91.5
Minor	A-	91
Minor	B+	89
Minor	B	85.5
Minor	B	83.5
Minor	B-	82
Minor	C+	77
Av.		89.6 B plus

Major & Minor	Av.	90.5 A minus
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Results:

Only one professor teaches the class, and does all the grading.

Majors results

The Majors in the class had a very acceptable average of 91.1%. The distribution is as follows:

Showed <i>introductory</i> level competence in industry knowledge overall A+ & A	Showed <i>introductory</i> level competence in industry knowledge in most parts A-, B+, B & B-	Showed <i>introductory</i> level competence in industry knowledge in some parts C+, C, C-, D+	Did not show <i>introductory</i> level competence in industry knowledge D, D- and F
6 students (of 15 = 40%)	9 students (of 15 = 60%)	None	None

Findings:

This data indicates that a healthy percentage of Advertising Majors (40%) are showing strong overall competence on the introductory level of advertising industry knowledge in copywriting, with the remainder (60%) demonstrating competence in most parts on the introductory level of industry knowledge.

Minors results

The Minors in the class had an acceptable average of 89.6%. The distribution is as follows:

Showed introductory level competence in industry knowledge overall A+ & A	Showed introductory level competence in industry knowledge in most parts A-, B+, B & B-	Showed introductory level competence in industry knowledge in some parts C+, C, C-, D+	Did not show introductory level competence in industry knowledge D, D- and F
3 students (of 11 = 27%)	7 students (of 11 = 64%)	1 student (of 11 = 9%)	None

Findings:

This data indicates that 27% of Advertising Minors show strong overall competence on the introductory level of advertising industry knowledge in copywriting. One could have hoped for a marginally higher average but should also consider that advertising is not their major. A total of 64% of advertising minors demonstrated competence in most parts of the introductory level of industry knowledge. Only one student (9% off a relatively small base) showed introductory level competence in industry knowledge in some parts. (The student who scored a C+ in the midterm ended up getting a B+ grade at the end of the course.)

Overall results

The class (in totality) had a very acceptable average of 90.5%. The distribution is as follows:

Showed introductory level competence in industry knowledge overall A+ & A	Showed introductory level competence in industry knowledge in most parts A-, B+, B & B-	Showed introductory level competence in industry knowledge in some parts C+, C, C-, D+	Did not show introductory level competence in industry knowledge D, D- and F
9 students (of 26 = 34.5%)	16 students (of 26 = 61.5%)	1 student (of 26 = 4%)	None

Findings:

Roughly a third of all students showed an introductory level of overall competence in industry knowledge (more specific to copywriting). Roughly two-thirds showed industry knowledge in most parts, and only one student showed this industry knowledge in some parts.

V. CLOSING THE LOOP

Based on the results, no changes or modifications are needed to achieve the desired level of competence in the assessed learning outcome for *industry knowledge* from an *introductory* perspective. This goes for both the Advertising Program Major and Minor students.

It is reassuring to see that Major advertising students, in particular, can display this knowledge in a subject area that asks both strategic planning competence and creative skill. An A-minus average is most acceptable as it is on the highest end of the scale of showing this competence in more than most parts in the measured area (introductory industry level knowledge) of this academic 2022-2023 evaluation.