

# MEJO 272.001 • Fall 2016

## Advertising Media

Prerequisite, MEJO (JOMC) 137. The media-planning function in advertising for both buyers and sellers of media; the relationships among media, messages, and audiences; computer analysis.

This course meets 12:30-1:45 p.m. on Mondays and Wednesdays in Carroll 283.

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### Instructor

Joe Bob Hester, Ph.D  
Associate Professor

**Office:** 233 Carroll Hall

Office hours are 2:00-3:00 p.m. on Monday and Wednesday or by appointment at other times. These hours are made available to provide you with time outside of the classroom for discussion of matters related to course work, as well as for academic and/or career advising.

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**Twitter** [@joebobhester](https://twitter.com/joebobhester) (Please use the [#MEJO272](https://twitter.com/MEJO272) hashtag.)

**Facebook** [joebobhester](https://www.facebook.com/joebobhester)

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### Materials

The required textbook for this course is The Media Handbook by Helen Katz (5th Edition, 2014, available at Student Stores or from your favorite online retailer). Additional readings will be provided by the instructor.

We will use spreadsheets (Excel is preferred) extensively in this course. You will need to bring your laptop computer to each class meeting.

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### Objectives

Upon completion of this course, you should:

- be able to not only define basic media concepts such as CPM, reach, frequency, coverage, etc., but understand and apply them to specific media planning/buying situations;
- be able to compute all major media planning/buying formulas by hand;

- understand the role of computers in media planning/buying and be able to use computer software to analyze and solve media problems;
  - understand the relationship and importance of media planning/buying to marketing and advertising;
  - be knowledgeable of current issues in media;
  - be able to analyze a marketing situation, apply creative problem solving, and develop effective media strategies;
  - be able to write articulate, integrated media objectives and strategies, and use these objectives/strategies to develop media tactics;
  - understand the career opportunities available in media planning/buying;
  - have expert knowledge in a particular media planning/buying area.
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## Requirements & Grading

Course grades are assigned using the [University of North Carolina Grading System](#).

Grading criteria vary by assignment. Assignments contribute to your final grade as follows:

- 15% - Exam I
- 15% - Exam II
- 15% - Exam III
- 15% - Homework / Quizzes / In-Class Exercises (The lowest grade will be dropped.)
- 10% - Advertising Media News Report / Presentation
- 5% - Group Project 1 (Teams will prepare a local, highly-targeted media plan. At least some portions of the winning team's plan will be implemented.)
- 10% - Group Project 2 (Teams will prepare a strategy-focused media plan for a major consumer brand.)
- 15% - Group Project 3 (Teams will compete in the [2016-2017 Collegiate ECHO Marketing Challenge](#), which will include a results-focused direct response media plan.) This project serves as the course's final exam.

There are no extra credit projects available in this course.

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## Attendance & Participation

This course operates under the [University of North Carolina Class Attendance Policy](#). Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. Note that there is no opportunity to make up homework, quizzes, or in-class exercises for any reason. Make-up opportunities for other assignments are only available for excused absences.

Students are expected to actively participate in class discussions by sharing observations, insights and questions with the instructor and members of the class. Discussion will allow each student to benefit from all the other students' insights and to work toward a final interpretation or understanding that may differ from the one he or she reached individually. This requires that assigned readings and/or homework exercises be completed prior to arrival to class.

Students are responsible for regular and punctual class attendance and should be in their seats before the start of class. Students arriving more than 10 minutes late for class will be considered absent.

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## Academic Integrity & Counseling

This course operates under the [Honor System of the University of North Carolina at Chapel Hill](#). Plagiarism and other forms of academic dishonesty will not be tolerated in this course, and disciplinary actions will be enforced in any instance of academic dishonesty including, but not limited to, cheating, plagiarism, collusion or the abuse of materials. If you have a question about academic dishonesty, it is better to ask than to risk the consequences.

Unless otherwise directed, students should complete all graded academic work in this course on their own, without collaboration, and include a signed honor pledge when it is turned in to the instructor.

If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

The University's policy on Prohibiting Harassment and Discrimination is outlined in the [2016-2017 Catalog](#). UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information about disabilities visit the [Department of Disability Services website](#).

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## Course Format

This is a course in which you should not only understand the subject matter, but you should be able to apply it in a variety of situations. From the beginning, the material builds on itself to form a comprehensive body of media planning/buying knowledge. Therefore, the course will be taught using a problem-solving approach.

This approach works as follows for any given class meeting:

- Readings and/or homework are assigned before each class meeting. It is your responsibility to not only read but to study and understand the reading assignments prior to the next class meeting. In class, I will assume that you have read the assigned material and are ready to discuss, question, expand on and apply the material.
- If applicable, class sessions begin with an Advertising Media News presentation.
- If applicable, we will discuss the homework assignment for the day.
- There may be a quiz based on the homework or readings.
- A specific topic from the readings is introduced. This introduction may be a very brief summary or an extended lecture depending on the particular topic.
- In-class exercises and/or quizzes are used to help you understand how to apply the material.

**NOTE:** This course requires extensive time and effort outside of the classroom. On average, you should plan on a minimum of 10 hours per week.

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## **ACEJMC core values & competences**

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. Learn more about them here:

<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>.

This course focuses on the following core values and competencies:

- Thinking critically, creatively and independently;
- Conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- Writing correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluating their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Applying basic numerical and statistical concepts;
- Applying tools and technologies appropriate for the communications professions in which they work.