

## MEJO 372.1 Advertising Media Spring 2018

Catalog description: The media-planning function in advertising for both buyers and sellers of media; the relationships among media, messages, and audiences; computer analysis. Previously offered as MEJO 272.

Prerequisite: MEJO 137.

This course meets 5:00-6:15 p.m. on Tuesdays and Thursdays in Carroll 143.

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### Instructor

Joe Bob Hester, Ph.D  
Associate Professor

**Office:** 233 Carroll Hall

Office hours are 3:00-4:00 p.m. on Tuesday and Thursday 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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### Materials

The required textbook for this course is *Advertising media planning: a brand management approach* by Larry D. Kelley, Donald W. Jugenheimer and Kim Bartel Sheehan. It is available through the UNC library as a FREE, downloadable PDF:

<http://libproxy.lib.unc.edu/login?url=http://www.tandfebooks.com/isbn/9781315720579>

Additional readings will be provided by the instructor via this Sakai site.

We will use spreadsheets (Excel) 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.

## Requirements & Grading

All grades are assigned using the 4-point grading scale (A = 4.0, B = 3.0, etc.) and grade definitions of the University of North Carolina Grading System. For individual assignments, percentage correct is the basis for grades. Percentage correct translates to a letter grade based on the following:

Minimum Score	Letter Grade	Minimum Score	Letter Grade
93.0%	A	77.0%	C+
90.0%	A-	73.0%	C
87.0%	B+	70.0%	C-
83.0%	B	67.0%	D+
80.0%	B-	60.0%	D

NOTE: Percentage score of less than 60.0% = F

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

- 20% - Exam 1: Tuesday, February 13
- 25% - Exam 2: Tuesday, March 27
- 30% - Exam 3: Tuesday, May 8 (4:00-6:00 p.m. - final exam period)
- 25% - Homework / In-Class Quizzes & Exercises

There are no extra credit projects available in this course. All exams are cumulative, open-book, and open-notes.

## 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/understand the reading assignments and complete any homework prior to the 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, 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 time and effort outside of the classroom. On average, you should plan on a minimum of 6 hours per week outside of class meetings.

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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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## Diversity

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 based on age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

The School of Media and Journalism adopted Diversity and Inclusion Mission and Vision statements in spring 2016 with accompanying goals - <http://www.mj.unc.edu/diversity-and-inclusion>.

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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.