

Transmittal: 11/18/05

(P)

### Faculty Senate Curriculum Committee

## Approval Form

Proposal Title: Direct Response Copywriting

Sponsor(s): Frank P. Grazian, Associate Professor Dept.: Communications

Check one:  Course  Specialization  Concentration  Achievement Certificate  
 Certification Program  Major Program  Minor Change  
(please name: deletion or credit/title/catalog change)

Undergraduate  Graduate 3 Credit Hours

<p><b>Step 1 (Department)</b></p> <p><input checked="" type="checkbox"/> Approved _____ Date</p> <p><input type="checkbox"/> Not Approved</p> <p><i>[Signature]</i> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed _____ Date</p> <p><i>[Signature]</i> Chairperson, Dept.</p>	<p><b>Step 2 (Receipt)</b></p> <p>SCC# <u>74-25-77</u></p> <p>Proposal Received <u>5/2/05</u> Date</p> <p><i>[Signature]</i> Chairperson, SCC</p>	<p><b>Step 3 (School CC)</b></p> <p>Reviewed _____ Date</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p><b>Comments:</b></p> <p><i>[Signature]</i> Chairperson, School Curr. Comm.</p>
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**Step 4 (Academic Dean)** **Comments:**

Reviewed \_\_\_\_\_  
Date

*[Signature]*  
Signature, Dean of School

**Step 5 (SCC)**

Open Hearing 5/2/05  Approved by Senate Curriculum Committee 5/2/05  
Date Date

Returned to sponsor(s) for the following reasons:

*[Handwritten note: recommended with some minor changes]*

**Step 6 (Faculty Senate)**

Presented to Faculty Senate : \_\_\_\_\_  
Date

Approved  Not Approved

Notification to Vice-President Academic Affairs 5/2/05  
Date

*[Signature]*  
Signature, SCC Chairperson

**Step 7 (Vice-President for Academic Affairs)**

Received 5/30/05  
Date

Approved  Yes  No

If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 5/31/05  
Date

Signature

[Signature]  
Vice-President for Academic Affairs

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**Registrar**

Approved course description received \_\_\_\_\_  
Date

Hegis Taxonomy and Course Number assigned \_\_\_\_\_

Signature \_\_\_\_\_  
Registrar

\_\_\_\_\_  
Date

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Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s).

## COURSE PROPOSAL

### 1. Details

- a. Title: Direct Response Copywriting
- b. Sponsors: Frank P. Grazian, Associate Professor of Communications
- c. Course Level: Senior, 3 credits. Suggested 400 course level.
- d. Curricular Effect: Related Elective in Advertising major
- e. Prerequisites: Advertising Copywriting and Storyboarding or permission of instructor
- f. Implementation: Fall 1985. To be offered once a year.
- g. Adequacy Requirements: Resources and facilities are adequate. Mr. Grazian has specialized in this type of advertising as a consultant. He has also attended a seminar in Direct Response Copywriting as part of the career development program.
- h. Short-term Evaluations: Student evaluations are appended along with a letter from a Communications Department faculty member who audited the course for the semester. The member, Donald Stoll, is also a member of the Communications Department Curriculum Committee.

### 2. Rationale:

- a. Direct Response Copywriting is the fastest growing field in advertising today. Mr. Edward Ney, chairman of Young & Rubicam, the nation's largest advertising agency, has said that it "will be the biggest growth area in the next 25 years."
- b. Most of the entry-level jobs opening up in the advertising field are in Direct Response Copywriting. Advertising agencies and companies are having difficulty filling these positions.
- c. Students majoring in advertising have expressed a serious interest in the course because they realize it will lead to entry-level jobs for them when they graduate. Many of the speakers appearing before the Advertising Club have reinforced this view.
- d. When Jarlath J. Graham, Senior Vice President of Crain Communications, evaluated the GSC Advertising Major in 1980, he recommended that a Direct Response Copywriting course be added to the curriculum. He described its inclusion as "a 'must' in any advertising curriculum today" and stated that "its future is enormous."

3. Essence of the Course

a. Objectives

Students will

1. Define Direct Response Copywriting and recognize its influence on consumer and business purchasing.
2. Identify the role of Direct Response Copywriting in the advertising field.
3. Predict and assess future implications for the field of Direct Response Copywriting.
4. Apply writing and production techniques to prepare a copy platform, write headlines and copy, create an effective offer and write for a variety of media.
5. Design, produce, and present complete Direct Response Packages, including sales letters, brochures, business reply cards, and television commercials.
6. Compare and contrast the consumer and industrial aspects of Direct Response Copywriting.
7. Apply methods discovered in case studies to develop complete Direct Response Packages

b. Topical Outline:

1. Surveying the Scope of Direct Response Copywriting
2. Understanding the Relationship of Direct Response Copywriting to Direct Marketing
3. Identifying the Target Market and how to write for each segment
4. Applying Research and Testing Techniques to copywriting approaches
5. Identifying the Selling Features
6. Converting Selling Features to Consumer Benefits
7. Developing a Direct Response Multi-Media Plan
8. Writing and creating Direct Mail Packages
9. Writing and creating Catalogues
10. Writing and creating Print Advertising
11. Writing for the Electronic Media
12. Writing Industrial Direct Response Advertising
13. Applying the Mathematics of Direct Response Advertising as it relates to the copywriter

c. Evaluation and Grading Procedures

1. Comments and evaluation by instructor on all student-produced scripts, projects and packages.
2. Peer evaluation of student-produced scripts, radio and television commercials and print-media presentations.

3. Instructor evaluation of student participation in classroom discussions.
  4. Quizzes and tests.
- d. Course Evaluation:
1. Student evaluation
  2. Departmental curriculum review
  3. Review by outside professionals
4. Results of Consultation

The following people were consulted in conjunction with this proposal:

- a. Mr. Bruce Bradway, Chair, GSC Marketing Department. His comments were extremely favorable. After reviewing the proposal, he said that the course was "on target" and "was needed by the college." He gave the proposal his unqualified endorsement and support.
- b. Mr. Joseph Serpente, President of Serpente Communications, an advertising agency specializing in Direct Response Advertising. His agency handles both regional and national advertising accounts. Mr. Serpente was totally in favor of the proposal. He described the course as "thorough" and said it would help to prepare students for entry-level positions in Direct Response Copywriting. He felt the course was "long overdue."
- c. Mr. Jarlath J. Graham, Senior Vice President of Crain Communications.\* Mr. Graham was the consultant who evaluated the GSC Advertising Major in 1980 and who recommended the course. Many of his specific recommendations have been included in this proposal. It should be added that Mr. Graham has visited and consulted with numerous colleges and universities throughout the United States and is extremely knowledgeable about advertising curricula.

\*Publishers of Advertising Age and other national business publications, as well as books in the communications field.

5. Catalog Description

Students will study how Direct Response Copywriting is used to get an advertising message direct to the consumer to produce an immediate action or response. The course will cover direct mail, mail order advertising, electronic mail transmission, two-way TV communication and customized catalogues. Students will write and produce both print and electronic Direct Response packages.

Prerequisite: Advertising Copywriting and Storyboarding or permission of instructor



**State of New Jersey**  
**GLASSBORO STATE COLLEGE**  
**GLASSBORO, NEW JERSEY 08028**

December 27, 1984

Professor Frank Grazian  
Department of Communications  
Glassboro State College  
Glassboro, NJ 08071

Dear Frank,

I feel whenever I write a letter anymore, I should bullet key points, inspect it for a clear USP, enclose a brochure and, of course, not forget the all important BRC.

In otherwords, the subject matter of your Direct Response Advertising course has infiltrated my life as I'm sure it has the lives of the lucky young advertising professionals with whom you so unselfishly shared your knowledge and expertise.

Thank you for the opportunity to sit in on such a stimulating and rewarding course.

Part of the "stimulating and rewarding" lies in the nature of the subject matter; Direct Response is so timely. Most of the course's value, however, lies in your enviable storehouse of applicable experiences and your ability to integrate these into an academically sound pedagogy.

If I sound praiseworthy, it's because I am inspired. I hope you pursue making this course a regular part of the advertising curriculum. It will do much to keep our program at the cutting edge of advertising programs in the state.

Thank you again,

A handwritten signature in black ink, appearing to read "Donald R. Stoll".

Dr. Donald R. Stoll  
Assistant Professor, Communications

DS/cjb

Student Rating Sheet  
for Direct Response Advertising

1. On the whole, how would you rate the content of this course on a 1-5 scale (5 excellent, 1 poor)? 5
2. How would you rate the teaching methods? 5
3. How would you rate the materials handed out to you? 5
4. How would you rate the teacher's comments on your scripts? 5
5. How much do you feel you learned from this course? (Rate on a 1-5 scale) 5
6. Do you feel the course will be helpful to you if you pursue a career in direct response advertising? (Rate 1-5) 5
7. List the most helpful aspects of the course. The  
comments on my papers were very helpful.  
They were good comments, showing me what  
I did wrong and how to improve it.
8. List areas you feel should be improved. Maybe do  
a little more practice work. It would  
help to understand the methods of  
direct advertising more. I learned more  
by doing the work and seeing what I did wrong.
9. Should the course be added permanently to the curriculum?  
 definitely       probably       not sure       no
10. Any additional comments? The work was critiqued  
fairly. I enjoyed listening to the hands  
on experience Mr. Morgan had to share  
with us.

(Use back if needed)

Student Rating Sheet

for Direct Response Advertising

1. On the whole, how would you rate the content of this course on a 1-5 scale (5 excellent, 1 poor)? 5
2. How would you rate the teaching methods? 4
3. How would you rate the materials handed out to you? 5
4. How would you rate the teacher's comments on your scripts? 5+
5. How much do you feel you learned from this course? (Rate on a 1-5 scale) 4
6. Do you feel the course will be helpful to you if you pursue a career in direct response advertising? (Rate 1-5) 5
7. List the most helpful aspects of the course. Actual  
writing experience of sales letters,  
brochures, magazine ads, & a radio  
spot.
8. List areas you feel should be improved. Possibly  
fit television into the course. Also,  
final product can be completed earlier  
in time for teacher's comments.
9. Should the course be added permanently to the curriculum?  
 definitely       probably       not sure       no
10. Any additional comments? I'm very glad I took  
this course. In fact, this course prepared me  
more for any future advertising job than any  
advertising course offered at G.S.C. I'd attribute  
this mostly to Mr. Mezian's experience in the field.

(Use back if needed)

Student Rating Sheet

for Direct Response Advertising

1. On the whole, how would you rate the content of this course on a 1-5 scale (5 excellent, 1 poor)? 4
2. How would you rate the teaching methods? 4
3. How would you rate the materials handed out to you? 5
4. How would you rate the teacher's comments on your scripts? 5
5. How much do you feel you learned from this course? (Rate on a 1-5 scale) 4
6. Do you feel the course will be helpful to you if you pursue a career in direct response advertising? (Rate 1-5) 5
7. List the most helpful aspects of the course. THE PROFESSIONAL INSIGHT PROVIDED BY THE INSTRUCTOR - THE MANY HANDOUTS - THE ~~RECCOMMENDATIONS~~ RECCOMMENDATIONS OF THE INSTRUCTOR ABOUT OUR WORK - GUEST SPEAKERS
8. List areas you feel should be improved. MORE WRITING ASSIGNMENTS FOR A CHANCE TO SEE OUR GROWTH AND IMPROVE OUR GRADES JUST LEAVE EVERYTHING ELSE AND PROVIDE US WITH MORE WRITING (FORMAL & INFORMAL)
9. Should the course be added permanently to the curriculum?  
 definitely       probably       not sure       no
10. Any additional comments? THE PROFESSIONAL INSIGHTS WERE VERY BENEFICIAL - THE INSTRUCTORS PERSONALITY WAS AN ASSET - THE WIDE RANGE OF AREAS COVERED IN DIRECT RESPONSE WAS INTENSIVE, YET NOT PUSHED

(Use back if needed)

Student Rating Sheet

for Direct Response Advertising

1. On the whole, how would you rate the content of this course on a 1-5 scale (5 excellent, 1 poor)? 5
2. How would you rate the teaching methods? 5
3. How would you rate the materials handed out to you? 5
4. How would you rate the teacher's comments on your scripts? 5
5. How much do you feel you learned from this course? (Rate on a 1-5 scale) 5

6. Do you feel the course will be helpful to you if you pursue a career in direct response advertising? (Rate 1-5) 5

7. List the most helpful aspects of the course. ACTUAL PREPARATION OF (RADIO SPOT AND) LETTERS, BROCHURES, ENVELOPES AND RETURN CARDS USED IN THE FIELD

IT WOULD HAVE BEEN BETTER IF TIME PERMITTED A TV SPOT AND A NEWSPAPER OR MAGAZINE DIRECT RESPONSE AD

8. List areas you feel should be improved. TOO MUCH MATERIAL FOR ONE TERM - SHOULD BE TWO SEMESTERS

9. Should the course be added permanently to the curriculum?  
 definitely       probably       not sure       no

10. Any additional comments? IT HAS BEEN CLEARLY DEMONSTRATED THAT THIS IS ONE COURSE THAT

MUST BE TAUGHT BY A TEACHER WHO HAS HAD EXTENSIVE AND CURRENT FIELD EXPERIENCE AS WELL AS ACADEMIC QUALIFICATIONS