

CMGT 541: Integrated Communication Systems Fall 2014

Professor Andrea Hollingshead

Office: ANN 414L

Office hours: Tuesday, 5:00-6:00 and by appointment

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Course meets on Tuesdays from 6:30-9:20p in ANN 209

Course description

This course provides an overview and application of marketing communication principles and strategies. The course will focus on key concepts and frameworks for creating and managing an integrated marketing communication (IMC) plan. Topics include situation analysis, consumer research, brand positioning, campaign objectives, creative strategy, promotion strategy, media strategy, and campaign management and evaluation. Special attention is given to social media and other current trends and innovations.

Learning objectives

- Design, construct, and present an integrated marketing communications plan for an existing brand:
 - Perform a situation analysis.
 - Perform a SWOT analysis.
 - Analyze integrated communication executions for existing brands, outlining suggestions for improvement and highlighting strengths and weaknesses.
 - Conduct qualitative interviews around an existing brand.
 - Conduct qualitative in-store observations around an existing brand.
 - Learn how to create quantitative survey research around an existing brand.
 - Compile qualitative research around an existing brand into a report.
 - Write a compelling brand challenge statement.
 - Define the factors that make up a target audience profile.
 - Create communication objectives for a campaign.
 - Create marketing communications/executions based on campaign strategy.
 - Create an integrated media plan that combines traditional and social media to deliver the intended message.
 - Develop a campaign evaluation plan.

Textbooks and materials

There are five required texts, 1 Harvard Business Case Study, and 3 television episodes for purchase. All but one text has an electronic version. I recommend the kindle version from Amazon.com, which is often the least expensive. You can download the kindle cloud reader for free, install and read the books on any or all of your devices.

A link will be provided on blackboard to purchase the Harvard Case Study at a discount. The television episodes are also available for purchase on Amazon. The other articles that appear in the reading list at the end of the syllabus can be downloaded from blackboard for free.

- **Books:**

- Barry, P. (2012). *The advertising concept book: A complete guide to creative ideas, strategies, and campaigns*. New York: Thames & Hudson. ISBN: 978-0500290316 (No electronic version)
- Coughter, P. (2012). *The art of the pitch: Persuasion and presentation skills that win business*. Palgrave Macmillan. ISBN: 978-0230120518 (E-version is available for Kindle)
- Heath, C. & Heath, D. (2007). *Made to stick: Why some ideas die and others survive*. Random House. ISBN:978-1400064281 (E-version is available for Kindle)
- Vaynerchuk, G. (2013) *Jab. Jab. Right hook. How to tell your story in a noisy social world*. Harper Collins.
- Young, A. (2010). *Brand media strategy: Integrated communications planning in the digital era*. New York: Palgrave Macmillan. ISBN: 978-0230104747 (E-version is available for Kindle)

- **Articles:**

- Please see the “Weekly Readings” list for a complete list.
- There is one Harvard Business Case Study available for purchase:
 - Harvard Business Case: Dove: Evolution of a Brand (Prod. #: 508047-PDF-ENG) (Purchase on Harvard Business Online via course blackboard link to receive a discount): <http://cb.hbsp.harvard.edu/cb/access/16720197>

- **Other Materials:**

- There are three required video episodes for purchase. Amazon tends to be cheaper than iTunes.
 - “The Pitch” Season 1, Episode 1: “Subway”
<http://www.amazon.com/Subway-McKinney-WDCW/dp/B009LAHDIC>
 - “The Pitch” Season 2, Episode 4: “Tommy Bahama”
<http://www.amazon.com/Tommy-Bahama/dp/B00F0LH6Z6>
 - “The Commercial Kings: Season 1: “Tonopah”

<http://www.amazon.com/Town-of-Tonopah/dp/B005G6L1QU>

Grading policy

Course components

Component	Percentage of Final Grade
1. Individual Response Papers	20%
2. Team Marketing Communication Plan	50%
3. Peer Evaluation	5%
4. Course Blog Contributions	10%
5. Class Preparation and Participation	10%
6. Leadership and Community Service	5%
Total Percentage	100%

Individual Response Papers (20%)

There are two individual response papers: 1) Brand Integration Analysis; and 2) Consumer Research. Guidelines for each response paper will be available on blackboard. Late assignments will not be accepted.

Team Marketing Communication Plan (50%)

The course is organized around steps involved in creating and presenting an effective integrated marketing communications plan.

I am also directing the CMGT 541 course in our online master's degree program. There are three sections offered this semester in our online program. Each CMGT 541 section will play the role of a creative agency. Each agency will be divided into teams of 4-5 members each that will do a new business pitch (that is develop a marketing communication plan) for a different brand. Your team will compete against teams from the other CMGT 541 sections. A panel of judges will view the presentations for each brand and will choose the winning team. In addition to the section leaders, the judges are former CMGT 541 students who have graduated and are working in the marketing communication field.

Instead of a final exam, your team will present your marketing communication plan (along with sample creative executions) in a 20 min video and will turn in a final written report. The judges will watch the video, provide feedback, and then choose the winning brand. The team project grade will be based on the quality of your work and the degree to which you follow project guidelines as judged by your instructor rather than whether your team won the competition.

Midterm: Your team will give a midterm presentation on your situation analysis and consumer research. You will also provide a formal video or VoiceThread response to questions and class feedback within 72 hours after your instructor's feedback is posted.

Your team will also make two required checkpoints (ungraded, but points will be deducted from the team project grade if not completed on time). One will be on your consumer research observation procedures, and interview questions and the other will be on your creative big idea.

I expect all members to contribute equally to the team project. The highest possible individual grade is the team project grade. If you contribute less than other team members, your individual grade will be lower than the team grade. At the end of the semester, you will have the opportunity to evaluate your team members, and we will consult those evaluations to determine individual grades for the group project.

It is critical that your projects are turned in on time as there will be outside judges. Late final presentations and final reports will not be accepted and will receive a grade of 0.

The midterm is worth 5%, the midterm response is worth 5%, the final presentation is worth 20%; the final report is worth 20%.

Peer Evaluation (5%)

Giving and receiving constructive and useful feedback to your team members and to the other teams in the class is an integral part of the team project. This grade is based on the feedback you provide to other creative teams in your agency on their midterm presentations and responses.

Here are two good sources on tips to giving and receiving feedback.

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback>

<http://www.fastcompany.com/magazine/80/sgodin.html>

Course Blog Contributions (10%)

The CMGT 541 blog, "Buy the way: Insights on Integrated Marketing Communication" was created in 2009 to foster class discussion about current issues related to marketing communication, and is still going strong. <http://buytheway.annenbergcourse.org/wp-admin>

The assignment is to contribute at least two unique blog posts on a current topic about marketing communication to the CMGT 541 blog, and to make a substantive and timely response to at least six blog posts of other students over the semester (the more the better!) The posts and responses should be spread out over the semester. Post your first blog post and at least three responses

before the midterm and your second post and at least three responses after the midterm. Your contributions should be current, concise, insightful and provocative. Both the quality of your postings and of your responses will factor into your class blog contribution grade.

Your goals in the blog post should be to 1) discuss something recent that the class has not likely seen before; to 2) add value to the original content; and 3) promote a lively discussion. In other words, you need to do more than just summarize a marketing communication article. You can do this in several ways by providing an informed opinion on the issue, by integrating multiple sources, by linking the topic to another topic in a novel way, by presenting an alternative perspective, by asking a provocative question that leads to a lively discussion, etc. Your responses to other students' posts should also create value in the discussion.

It's very important for the blog to get off to a good start with a lot of activity and to maintain high activity levels over the semester. So everyone will sign up for blog weeks on a first come basis by the end of the first week of the semester. The links to the signup sheet are on the CMGT 541 course LMS.

Of course, everyone should read the blog each week. I recommend that you use an RSS reader such as Google reader to capture the content. Make sure to provide citations and/or links to the original content.

Here are two good resources for writing effective blog entries.

<http://www.chrisbrogan.com/how-to-write-effective-blog-posts/>

<http://gilllin.com/blog/2009/12/five-tips-for-effective-blog-writing/>

Read posts on the blog from previous classes for examples.

Class Preparation and Participation (10%)

Much of the class is discussion-based, and some outside prep work may be required for class activities. Some activities and discussions will take place in class; some outside of class. I will keep track of the frequency and quality of your class participation. If you do all assigned in-class and outside of class activities and make at least one good comment during each class period, you will receive a high score for this part of the grade.

Leadership and Community Service (5%)

Managers and supervisors notice and appreciate employees who are positive contributors to their work community and go beyond what is expected. These are often the employees who get better assignments and get promoted faster. I want to encourage and leadership and making positive contributions to the CMGT 541 community. There are ample opportunities for you to make a difference that go beyond the basic course requirements. For example, participating fully in the advertising agency branding activity, organizing your team, stepping up for team presentations, doing an extra blog post, responding

to many more blog posts than required, helping to problem-solve issues that come up over the semester among many others. Students who do the bare minimum and cut corners will receive a low leadership and community service grade. Optional: You may submit a short one-page document on the day after final papers are due that details your course leadership and community service. Late documents will not be considered.

Grade ranges

Grade	Range
A	93.0% or higher
A-	90.0%-92.9%
B+	87.0%-89.9%
B	83.0%-86.9%
B-	80.0%-82.9%
C+	77.0%-79.9%
C	73.0%-76.9%
C-	70.0%-72.9%
D	60.0%-69.9%
F	59.9% or lower

Paper general guidelines

- All documents should be in Microsoft Word.
- All page length requirements are for double-spaced pages, with 1-inch margins, in 12-point Times New Roman font.
- Make sure you keep a copy of all submitted papers.
- Use APA style for your individual papers. Refer to the APA manual. (6th Edition).
- Sloppy work (typos, grammar, and spelling errors) will be penalized.

Academic integrity policy

The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. It is the policy of the School of Communication to report all violations of the code. Any serious violation or pattern of violations of the Academic Integrity Code will result in the student's expulsion from the Communication major or minor.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone other than yourself. If you have doubts about any of these practices, confer with a faculty member.

Resources on academic honesty can be found on the Student Judicial Affairs Web site (<http://www.usc.edu/student-affairs/SJACS>):

1. "Guide to Avoiding Plagiarism" addresses issues of paraphrasing, quotations and citations in written assignments, drawing heavily upon materials used in the university's Writing Program;
2. "Understanding and Avoiding Academic Dishonesty" addresses more general issues of academic integrity, including guidelines for adhering to standards concerning examinations and unauthorized collaboration.

The "SCampus" (<http://www.usc.edu/scampus>) contains the university's Student Conduct Code and other student-related policies.

The School and the University is committed to the general principles of academic honesty that include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. By taking this course, students are expected to understand and abide by these principles. All submitted work for this course may be subject to an originality review as performed by Turnitin technologies (<http://www.turnitin.com>) to find textual similarities with other Internet content or previously submitted student work. Students of this course retain the copyright of their own original work, and Turnitin is not permitted to use student-submitted work for any other purpose than (a) performing an originality review of the work, and (b) including that work in the database against which it checks other student-submitted work.

IMPORTANT! Any team or individual assignment that receives a high plagiarism score will receive a failing grade of 0. Any student who receives a high plagiarism score on two assignments will receive an F grade in the course.

Disabilities policy

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to your instructor as early in the semester as possible. The phone number for DSP is (213) 740-0776.

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html

Laptop policy

Effective fall 2014, all undergraduate and graduate Annenberg majors and minors will be required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Virtual Commons for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

Dealing with stress

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Emergency preparedness

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Library access

As a USC student, you have access to all the library resources and the Annenberg Librarian, Chimene Tucker (cetucker@usc.edu), is available to assist you with any inquiry you may have.

http://www.usc.edu/libraries/services/remote_user_services/

Professor Bio



Andrea B. Hollingshead is Professor of Communication in the Annenberg School for Communication & Journalism, and has joint appointments with the Marshall School of Business and the Department of Psychology. She began her career in advertising and market research.

For more information and access to her research articles, visit her faculty webpage.

http://uscannenbergfaculty.org/andrea_hollingshead/

- **Week 1:** Course Introduction
- **Week 2:** Pitching Ideas & Team Projects
- **Week 3:** “Integrated” in IMC and Ethics
- **Week 4:** Situation Analysis I & Branding
- **Week 5:** Situation Analysis II
- **Week 6:** Consumer Research I
- **Week 7:** Consumer Research II
- **Week 8:** Communication Strategy

- **Week 9:** Midterm Presentations
- **Week 10:** Creative Strategy I
- **Week 11:** Creative Strategy II
- **Week 12:** Creative Pitches
- **Week 13:** Media & Promotion Strategy
- **Week 14:** IMC Plan evaluation
- **Week 15:** Team Presentations

Weekly Readings

Week 1 (Aug 26)	Course Introduction
Week 2 (Sept 2)	<ul style="list-style-type: none"> • Coughter, P. (2012). <i>The art of the pitch: Persuasion and presentation skills that win business</i>. Palgrave Macmillan. • “The Pitch” Season 1, Episode 1: “Subway” • “The Pitch” Season 2, Episode 4 “Tommy Bahama” • Multimedia presentations on blackboard
Week 3 (Sept 9)	<ul style="list-style-type: none"> • Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapter 1. • Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns</i>. New York: Thames & Hudson. Chapters 1, 12 & 15. • Spirizzi, M. Online advertising ethics. Questionable uses of online advertising. http://advertising.about.com/od/onlineadvertising/a/questethicalads.htm • Elliot, S. & Vega, T. (2013). Trying to be hip and edgy, ads become offensive. http://www.nytimes.com/2013/05/11/business/media/trying-to-behip-and-edgy-ads-become-offensive.html?smid=pl-share • Severson, K. For Skittles, death brings both profit and risk. New York Times. Retrieved from http://www.nytimes.com/2012/03/29/us/skittles-sales-up-after-trayvon-martin-shooting.html?_r=1&hp# • Multimedia presentations on blackboard
Week 4 (Sept 16)	<ul style="list-style-type: none"> • Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapters 5, 6. • Igor Naming Guide (2005) • Whitfill, A. (2009). Burts Bees, Tom's of Maine, Naked Juice. Your favorite brands -- take a look again. They aren't what they seem. Altnet.org. (Mar 17). Retrieved from http://www.altnet.org/story/131910/

	<ul style="list-style-type: none"> • Segal, D. (2014, July 27) . For coconut waters, A street fight for shelf space. New York Times. Retrieved from: http://nyti.ms/1nHvMyb • O'Brien, K. (2012, May 4). How McDonald's came back bigger than ever. New York Times. Retrieved from http://www.nytimes.com/2012/05/06/magazine/how-mcdonalds-came-back-bigger-than-ever.html?smid=pl-share • Walker, R. (2008, May 28). Can a dead brand live again? New York Times Magazine. Retrieved from https://www.nytimes.com/2008/05/18/magazine/18rebranding-t.html • Multimedia presentations on blackboard
Week 5 (Sept 23)	<ul style="list-style-type: none"> • Heath, C & Heath, D. (2007). <i>Made to stick: Why some ideas die and others survive</i>. Random House • Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns</i>. New York: Thames & Hudson. Chapter 8. • Multimedia presentations on blackboard
Week 6 (Sept 30)	<ul style="list-style-type: none"> • Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapter 5-6. • Fowler, F. (1997). Chapter 2: Designing survey questions to gather factual data. <i>Improving survey questions: Design and Evaluation</i>. • Multimedia presentations on blackboard
Week 7 (Oct 7)	<ul style="list-style-type: none"> • Clifford, S. (2012). Social media as focus groups. (July 30). http://www.nytimes.com/2012/07/31/technology/facebook-twitter-and-foursquare-as-corporate-focus-groups.html?_r=1&hpw • Duhigg, C. (2012) How companies learn your secrets. <i>New York Times</i>. (Feb 19.) Retrieved from http://www.nytimes.com/2012/02/19/magazine/shopping-habits.html • Goel, V. (2014). How Facebook sold you krill oil. <i>New York Times</i>. (Aug 2) http://nyti.ms/1ojcY4c • Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapter 6. • Multimedia presentations on blackboard
Week 8 (Oct 14)	<ul style="list-style-type: none"> • Schwartzapfel, S. (2012). Real "Mad Men" Pitched Safety to Sell Volvos. (Apr 23) http://www.nytimes.com/2012/03/25/automobiles/real-mad-men-pitched-safety-to-sell-volvos.html • Harvard Business Case: Dove: Evolution of a Brand (Prod. #: 508047-PDF-ENG) (Purchase on Harvard Business Online via course link on blackboard to receive a discount) • Multimedia presentations on blackboard
Week 9 (Oct 21)	<ul style="list-style-type: none"> • Post the link of your presentation. Post a constructive critique of the other team presentations. Post the team response to the feedback. <p>(NO READINGS THIS WEEK)</p>

<p>Week 10 (Oct 28)</p>	<ul style="list-style-type: none"> • Vaynerchuk, G. (2013). <i>Jab Jab Jab Right hook: How to tell your story in a noisy, social world.</i> • Multimedia presentations on blackboard
<p>Week 11 (Nov 4)</p>	<ul style="list-style-type: none"> • Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era.</i> New York: Palgrave Macmillan. Chapters 8, 10, 11, 12. • Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns.</i> New York: Thames & Hudson. Chapter 8, 9. • Multimedia presentations on blackboard
<p>Week 12 (Nov 11)</p>	<ul style="list-style-type: none"> • Pitch your “big creative ideas” for feedback. • For inspiration, watch how different agencies present their creative ideas on “The Pitch” http://www.amctv.com/full-episodes/the-pitch • Multimedia presentations
<p>Week 13 (Nov 18)</p>	<ul style="list-style-type: none"> • Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era.</i> New York: Palgrave Macmillan. Chapters 8, 10, 11, 12. • Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns.</i> New York: Thames & Hudson. Chapter 8, 9. • Steinberg, B. (2009). <i>The future of tv.</i> Advertising Age. (Nov 30). Retrieved from http://adage.com/article/mediaworks/future-tv/140751/ • Wikipedia page on online advertising (click and read the links on specific types of online advertising.) Retrieved from http://en.wikipedia.org/wiki/Online_advertising • Shaolian, G. (2011) <i>Why a mediocre website is so dangerous.</i> New York Times. (Nov 29). Retrieved from http://boss.blogs.nytimes.com/2011/11/29/why-a-mediocre-web-site-is-so-dangerous • Hagen, J. (2011). <i>Tweet science.</i> New York Magazine. (Oct 2). Retrieved from http://nymag.com/news/media/twitter-2011-10/ • Multimedia presentations
<p>Week 14 (Nov 25)</p>	<p>Multimedia presentations on IMC plan evaluation</p>
<p>Week 15 (Dec 2)</p>	<p>CREATIVE TEAM COMPETITION FINAL PRESENTATIONS AND REPORTS DUE</p>