

CMGT 400: Marketing Communication Campaigns Fall 2013

Class: Mon 2:00-5:00 in ASC 240

Professor: Andrea Hollingshead

Office: 101A Annenberg Building

Office hours: Mon 1:00-1:50p in my office and by appointment

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Course description

Successful marketing communication campaigns communicate consumer benefits in simple, unexpected and compelling ways. This course provides an overview and application of marketing communication principles and strategies. It focuses on the steps involved in creating and managing an integrated marketing communication plan. Students will work as marketing communication consultants for a local business or organization and will produce and present a marketing communication and advertising plan that meets those objectives.

We will experiment this semester with a new instructional method called the flipped classroom. Multimedia lecture content will be posted on-line, and students will be expected to learn the content individually before class. Class time will be devoted to discussions, class activities and team project meetings. Our class will also participate in an exciting new pilot project using the creative tools available in the new Adobe Creative Cloud.

Learning objectives

The overall objective of the course is to design, construct, and present an integrated marketing communication plan for a local business or organization.

These are the specific learning objectives:

- Develop an awareness and appreciation of ethical pitfalls in marketing communications
- Write a compelling brand challenge statement
- Perform a situation analysis and competitive analysis
- Perform a SWOT analysis
- Analyze current integrated communications, outlining suggestions for improvement and highlighting strengths and weaknesses.
- Conduct qualitative interviews & in-store observations
- Create a target audience profile and communication objectives for a campaign
- Create actual marketing communications and advertising 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
- Utilize web-based tools to create professional quality marketing communications

Textbooks and materials

Four of the five books are available in Kindle versions on amazon.com. That seems to be the least expensive option. You can download the kindle cloud reader for free, install and read the books on any or all of your devices. Paperbacks are available at the USC Bookstore and via online sellers. The books will be available on reserve at the Leavey library.

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. Available at USC bookstore.)

Coughter, P. (2012). *The art of the pitch: Persuasion and presentation skills that win business*. Palgrave Macmillan. ISBN: 978-0230120518 (E-version is available)

Heath, C & Heath, D. (2007). *Made to stick: Why some ideas die and others survive*. Random House. ISBN:978-1400064281 (E-version is available.)

Ryan, D. & Jones, C. (2012). *Understanding digital marketing: Marketing strategies for engaging the digital generation*. Kogan Page. ISBN: 978-0749464271 (E-version is available.)

Young, A. (2010). *Brand media strategy: Integrated communications planning in the digital era*. Palgrave Macmillan. ISBN: 978-0230104747 . (E-version is available)

Articles:

See the “Weekly Readings” list at the end of this document for a complete list of articles. The articles will be posted on the Blackboard site.

*Be sure to check our class Blackboard site every day for class announcements. I post announcements several times a week throughout the semester on class news and other developments. You are responsible for keeping up to date. <https://blackboard.usc.edu/>

Grading policy

Course components

Component	Percentage of Final Grade
1. Individual Response Papers	30%
2. Team Marketing Communication Plan	50%

3. What'z newz	10%
4. Class Participation	10%
Total Percentage	100%

Individual Response Papers (30%)

It is critical with the flipped classroom that everyone is well prepared for class activities. This means doing all of the reading and viewing of the multi-media presentations before class. There will be very short individual response papers due on Sunday night at 11:59pm most weeks of the semester under the assignments tab on blackboard. The objective of each paper is to demonstrate your knowledge of the assigned readings and multimedia presentations. All papers have the same format except Papers 5 (interview data) & 6 (observation data).

For each paper, include a cover page with a paper title (Creativity counts!), your name, course number, Paper # and date. In 1 page, provide 3-5 insights that you gained from this week's readings. Insights are higher level actionable ideas about marketing communication that cut across the materials for that week. First, state the insight, and then in 1-2 sentences describe why it is important and/or how you can apply it to your team project. Your insights can be about anything related to marketing communication.

Distilling material to a set of core insights is a skill that will be very valuable in your future careers no matter what you do. It may be hard at first, but you'll get the hang of it after a few weeks.

I will grade your papers based on three criteria: 1) Your paper communicates that you read and understood the week's material; 2) Your paper reflects higher level processing of the material; 3) Your paper was carefully prepared (no typos), and followed guidelines.

Each paper is worth up to 3 points. 3 = Excellent: You met all three criteria; 2 = Good: You met two criteria; 1 = Fair: You met one of the criteria; 0 = You met 0 criteria. I will drop your lowest score over the semester. Students who complete all 11 papers on time will receive two bonus points. Late papers will not be accepted, and will count as 0. No redos!

Team Marketing Communication Plan (50%)

The course is organized around steps involved in creating and presenting an effective integrated marketing communication plan for a local business. This is a semester-long team project.

During finals week, your team will present a marketing communication plan (along with sample creative executions) and turn in a final written report for your client.

The midterm presentation is worth 5%, the final presentation is worth 15%; the midterm report is worth 10%, the final report is worth 20%. The final presentation

dress rehearsal on the last day of class is ungraded but there will be a significant penalty on the team project grade for missing it. **Attendance on dress rehearsal and final presentation days are mandatory. Missing class, arriving late or leaving early on those days will result in a one grade penalty in the class participation grade.** Final presentations will take place during the time our final exam is scheduled: Friday, Dec 13 from 2-4pm.

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

What's Newz Presentation (10%)

Every class will begin with "What's Newz," an opportunity to present and discuss current issues and new innovations in marketing communication. Each of you will sign up for a week and will lead a 10 min discussion on the topic of your choice, which must relate in some way to marketing communication. The goal is to engage, educate, and entertain your audience. In addition to presenting the issue, you will lead a short discussion, and will post a brief overview and key reference(s) on our course blackboard site by noon on the day you are presenting. See below for presentation dress code.

Ten minutes is not much time. Spend about 5 min on the issue and 5 min on the discussion. Prepare a few open-ended questions that will get the discussion started. The questions should be provocative, and explore the issue in more detail. Here are a few sites to check out if you need inspiration: Ad Age, Ad Week, Brandweek, Creativity Ad Critic, Fast Company, iMedia Connection, Mashable, NYTimes Monday Tech section.

Class Participation (10%)

Much of the class is discussion-based. The quality of the discussion hinges on your contributions and those of your classmates. I will keep track of the frequency and quality of your comments, which will count toward your participation grade.

Mobile phones should be turned off during class. Laptops and tablets should be used only for class purposes. **Students who engage in outside online activities during class will be penalized in their class participation grade.** Although these students think they are being discrete, this behavior is obvious to everyone and is very disruptive.

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 pdf format.
- 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. Refer to the APA manual (6th Edition).
- Poor grammar, typos and other writing errors will be penalized.

Presentation Dress Code

The dress code when you are making a formal presentation (i.e., What's newz, midterm, dress rehearsal, final presentation) is business casual. Informal or provocative clothing can create an undesirable impression, and distract the audience from the message. Avoid wearing shorts, short skirts, low cut tops or dresses, t-shirts, jeans, flip flops, and sneakers.

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 may result in the student's expulsion.

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>): You are responsible for knowing about and abiding by university guidelines.

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

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/

Weekly Reading List (due by the next class)

Aug 26	Coughter, P. (2012). The art of the pitch: Persuasion and presentation skills that win business. Palgrave Macmillan. (INDIVIDUAL PAPER 1 is due on 9/8 by 11:59pm)
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Sept 2	NO CLASS – LABOR DAY – UNIVERSITY HOLIDAY
Sept 9	<p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapters 1-3.</p> <p>Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns</i>. New York: Thames & Hudson. Chapters Introduction, 1-2, 12</p> <p>Spirizzi, M. Online advertising ethics. Questionable uses of online advertising. http://advertising.about.com/od/onlineadvertising/a/questethicalads.htm</p> <p>Elliot, S. & Vega, T. (2013). Trying to be hip and edge, ads become offensive. http://www.nytimes.com/2013/05/11/business/media/trying-to-be-hip-and-edgy-ads-become-offensive.html?smid=pl-share</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 2 due on 9/15 by 11:59pm)</p>
Sept 16	<p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapters 5, 6.</p> <p>Igor Naming Guide (2005)</p> <p>Whitfill, A. (2009). Burts Bees, Tom's of Maine, Naked Juice. Your favorite brands -- take a look again. They aren't what they seem. Alternet.org. (Mar 17). Retrieved from http://www.alternet.org/story/131910/</p> <p>Walker, R. (2008). Can a dead brand live again? <i>New York Times Magazine</i>. (May 28). Retrieved from http://www.nytimes.com/2008/05/18/magazine/18rebranding-t.html</p> <p>Newman, A. (2012). After failed identity change, Peanut Chews retain its Goldenberg roots. (Aug 19). http://www.nytimes.com/2012/08/20/business/media/for-goldenbergs-peanut-chews-change-was-not-good.html?smid=pl-share</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 3 due on 9/22 by 11:59pm)</p>
Sept 23	<p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapter 5-6.</p> <p>Clifford, S. (2012). Social media as focus groups. (July 30). http://www.nytimes.com/2012/07/31/technology/facebook-twitter-and-</p>

	<p>foursquare-as-corporate-focus-groups.html?_r=1&hpw</p> <p>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</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 4 due on 9/29 by 11:59pm)</p>
Sept 30	<p>Conduct observations and interviews</p> <p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapter 6.</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 5* (Interviews) & PAPER 6* (Observations) due on 10/6 by 11:59pm)</p>
Oct 7	<p>Prepare for Midterm. (No readings for next week)</p>
Oct 14 "Virtual Class:" Midterm Present ations	<p>VIRTUAL MIDTERM PRESENTATIONS: NO CLASS THIS WEEK</p> <p>Heath, C & Heath, D. (2007). <i>Made to stick: Why some ideas die and others survive</i>. Random House.</p> <p>(INDIVIDUAL PAPER 7 due on 10/20 by 11:59pm)</p>
Oct 21	<p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapters 4, 6 & 7.</p> <p>Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns</i>. New York: Thames & Hudson. Chapters 3, 4, 5, 10, 11</p> <p>Gambino, M (2012, Jan. 27). What makes an ad successful? Smithsonian.com. Retrieved from http://www.smithsonianmag.com/arts-culture/What-Makes-an-Ad-Successful.html?c=y&page=1</p> <p>Learmonth, M. (2012, Jan. 30). How the USA Today's ad meter broke superbowl advertising. And how social media may save it. Retrieved from http://adage.com/article/special-report-super-bowl/usa-today-s-ad-meter-broke-super-bowl-advertising/232411/.</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 8 due on 10/27 by 11:59pm)</p>

<p>Oct 28</p>	<p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapters 8, 10, 11, 12.</p> <p>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.</p> <p>Steinberg, B. (2009). The future of tv. <i>Advertising Age</i>. (Nov 30). Retrieved from http://adage.com/article/mediaworks/future-tv/140751/</p> <p>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</p> <p>Shaoolian, G. (2011) Why a mediocre website is so dangerous. <i>New York Times</i>. (Nov 29). Retrieved from http://boss.blogs.nytimes.com/2011/11/29/why-a-mediocre-web-site-is-so-dangerous</p> <p>Hagen, J. (2011). Tweet science. <i>New York Magazine</i>. (Oct 2). Retrieved from http://nymag.com/print/?/news/media/twitter-2011-10/</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 9 due on 11/3 by 11:59pm)</p>
<p>Nov 4</p>	<p>Ryan, D. & Jones, C. (2012). <i>Understanding digital marketing: Marketing strategies for engaging the digital generation</i>. Kogan Page.</p> <p>(INDIVIDUAL PAPER 10 due on 11/10 by 11:59pm)</p>
<p>Nov 11</p>	<p>Goltz, J. (2010). Doing the math on a group on deal. <i>New York Times</i> (Nov 23). Retrieved from http://boss.blogs.nytimes.com/2010/11/23/doing-the-math-on-a-groupon-deal/</p> <p>Clifford, S. and Miller, C. (2012). Merchants and shoppers sour on daily deal sites. <i>New York Times</i> (Aug 17) Retrieved from: http://www.nytimes.com/2012/08/18/technology/merchants-and-shoppers-sour-on-daily-deal-sites-like-groupon.html?smid=pl-share</p> <p>Clifford, S. (2012) Shoppers Alert: Prices may drop for you alone. (Aug 9). http://www.nytimes.com/2012/08/10/business/supermarkets-try-customizing-prices-for-shoppers.html</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 11 due on 11/17 by 11:59pm)</p>
<p>Nov 18</p>	<p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapter 12.</p> <p>Barry, P. (2012). <i>The advertising concept book: A complete guide to creative</i></p>

	<p><i>ideas, strategies, and campaigns</i>. New York: Thames & Hudson. Chapter 14-15</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 11 due on 11/24 by 11:59pm)</p>
Nov 25	Prepare for Dress Rehearsal. (No readings for next week)
Dec 2	Dress Rehearsal & Last Day Celebration
Dec 13	Final client presentations (2-4pm) Room TBA, and final reports due