

## CMGT 541: Integrated Communication Systems Fall 2013

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Office hours: Tuesday 5:30-6:20p and by appointment

Class: Tuesday 6:30-9:20p in ASC 228

### 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 plan. Topics will include situation analysis, consumer research, brand positioning, campaign objectives, creative strategy, promotion strategy, media strategy, and campaign management and evaluation. Special attention will be given to social media and other current trends and innovations.

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.

### Learning objectives

Gain experience making pitches to audiences face to face and virtually

Design, construct, and present an integrated marketing communications plan for an existing brand:

- Write a compelling brand challenge statement
- Perform a situation analysis and comparative brand audit
- Perform a SWOT analysis
- Analyze integrated communication executions for existing brands, outlining suggestions for improvement and highlighting strengths and weaknesses.
  - Conduct qualitative interviews
  - Conduct qualitative in-store observations
  - Conduct quantitative survey research
  - Compile quantitative and qualitative research into a report
  - Define the factors that make up a target audience profile
  - Create communication objectives for a campaign
  - Create marketing communications/executions based on campaign strategy (video, print, online, social media, etc)
  - Create an integrated media plan that combines traditional and social media to deliver the intended message
  - Develop a campaign evaluation plan
  - Develop an awareness and appreciation of ethical pitfalls in marketing communications

## Textbooks and materials

There are five required texts, and 1 Harvard Business Case Study for purchase. Four of the texts have electronic versions. I recommend the kindle version from Amazon.com, which is often 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

I will provide a link to the Harvard Case Study through blackboard so you will get a discount from the regular price on Harvard Business Online. The other articles will be posted and can be downloaded from our course site.

You are responsible for keeping up to date on our class website on blackboard. <https://blackboard.usc.edu/> All class materials will be posted there: announcements, my slides, assignments etc.

### 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*. New York: Palgrave Macmillan. ISBN: 978-0230104747 (E-version is available for Kindle.)

### Case Study:

There is one Harvard Business Case Study available for purchase online. (Purchase on Harvard Business Online via course link on Blackboard to receive a discount)

Harvard Business Case: Dove: Evolution of a Brand (Prod. #: 508047-PDF-ENG)

### Articles:

See the “Weekly Readings” list at the end of this document for a complete list of articles.

## Grading policy

### Course components

Component	Percentage of Final Grade
1. Individual Response Papers	30%
2. Team Marketing Communication Plan	50%
3. Course Blog Contributions	10%
4. Class Participation	10%
<b>Total Percentage</b>	<b>100%</b>

### 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 Tuesday by 2 pm 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 or grammatical errors), 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 two lowest scores over the semester. Students who complete all 12 papers on time will receive two bonus points. Late papers will not be accepted, and will count as 0. No makeups or redos!

**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.
- Please ensure that each paper is written in APA style. Refer to the APA manual. (6<sup>th</sup> Edition).
- Poor grammar, typos and other writing errors will be penalized.

**Team Marketing Communication Plan (50%)**

The course is organized around steps involved in creating and presenting an effective integrated marketing communications plan around a brand challenge. You will produce a plan as a semester-long team project. In your plan, you can change only the communications and promotions, not the product, the price or how/where it is sold. The specific project guidelines will be given early in the semester.

You'll do a team pitch both face to face (final) and asynchronously (midterm). The midterm will cover your brand challenge, situation analysis, consumer research, and key strategic elements (target audience, positioning and communication objective

Each student will write a constructive review of the other team presentations with questions and suggestions within 72 hours (by noon on Oct 18). Your team will then prepare a general response to the feedback within 72 hours (by noon on Oct 21). The quality of your presentation and of your feedback response will be included in your team midterm presentation grade. See team assignment sheet for more specific guidelines. This will be done virtually and we won't meet in class on Oct 15.

Instead of a final exam, your team will present your marketing communication plan (along with sample creative executions) on the last day of class and will turn in a final written report. **Attendance on presentation day is mandatory; arriving late or leaving early is not permitted.** Late final presentations and final reports will not be accepted and will receive a grade of 0.

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.

The midterm presentation is worth 10% (5% initial presentation, 5% response to class comments); the final presentation is worth 10% and the final report is worth 20%. The peer midterm review (the quality and timeliness of your comments on other presentations) is worth 5%.



### *Course Blog Contributions (10%)*

The course blog is an opportunity for the class to present and discuss current issues and new innovations in marketing communication outside of class. Everyone will write at least two unique blog posts on a current topic related to marketing communication, and will make a substantive and timely response to at least five blog posts of other students over the semester (the more the better!) Your contributions should be concise, insightful and provocative. Both the quality of your postings and of your responses will factor into your class blog contribution grade.

The CMGT 541 blog continues from previous semesters. The goal is to showcase your ideas, and to discuss them with a larger audience, which will generate more synergy and traffic on the site:

<http://buytheway.uscannenberg.org/>

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 in advance by the end of the first week of the semester (first come basis). One of your blog entries will be in the first half of the term, the other in the second half. You should make a comment to another student's posting at least every other week during the term. I will post the link to the signup sheet on course blackboard.

Of course, I expect everyone to read the blog each week and recommend that you use an RSS reader such as Google reader.

Here are two good resources for writing effective blog entries.

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

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

Also read posts from previous classes on the "Buy the way" blog for examples.

### *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 in class discussions, which will count toward your participation grade. Specific instructions are provided for each class discussion.

Mobile phones should be turned off during class. Laptops and tablets should be used only for class purposes. **Students who engage in online social 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 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

### 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](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](mailto:cetucker@usc.edu)), is available to assist you with any inquiry you may have.

[http://www.usc.edu/libraries/services/remote\\_user\\_services/](http://www.usc.edu/libraries/services/remote_user_services/)

### Weekly Readings

**Week 1 (Aug 27)**  
**Course**  
**Introduction**

**Week 2 (Sept 3)**  
**Pitching Ideas**  
**& Team Projects**

Coughter, P. (2012). *The art of the pitch: Persuasion and presentation skills that win business*. Palgrave Macmillan.

(INDIVIDUAL PAPER 1 is due on 9/3 by 2:00pm)

**Week 3 (Sept 10)**  
**Ethics &**  
**Integration**

Young, A. (2010). *Brand media strategy: Integrated communications planning in the digital era*. New York: Palgrave Macmillan. Chapters 1-3.

Barry, P. (2012). *The advertising concept book: A complete guide to*

	<p><i>creative ideas, strategies, and campaigns</i>. New York: Thames &amp; Hudson. Chapters Introduction, 1-2, 12</p> <p>Spirizzi, M. Online advertising ethics. Questionable uses of online advertising. <a href="http://advertising.about.com/od/onlineadvertising/a/questethicalads.htm">http://advertising.about.com/od/onlineadvertising/a/questethicalads.htm</a></p> <p>Elliot, S. &amp; Vega, T. (2013). Trying to be hip and edge, ads become offensive. <a href="http://www.nytimes.com/2013/05/11/business/media/trying-to-be-hip-and-edgy-ads-become-offensive.html?smid=pl-share">http://www.nytimes.com/2013/05/11/business/media/trying-to-be-hip-and-edgy-ads-become-offensive.html?smid=pl-share</a></p> <p>Kitchen, P. &amp; Burgmann, I. (2010). Integrated marketing communication. <i>Wiley International Encyclopedia of Marketing</i>. John Wiley &amp; Sons Ltd.</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 2 due on 9/10 by 2:00pm)</p>
<p><b>Week 4 (Sept 17) Situation Analysis &amp; Branding</b></p>	<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. Altnet.org. (Mar 17). Retrieved from <a href="http://www.altnet.org/story/131910/">http://www.altnet.org/story/131910/</a></p> <p>Walker, R. (2008). Can a dead brand live again? <i>New York Times Magazine</i>. (May 28). Retrieved from <a href="http://www.nytimes.com/2008/05/18/magazine/18rebranding-t.html">http://www.nytimes.com/2008/05/18/magazine/18rebranding-t.html</a></p> <p>Newman, A. (2012). After failed identity change, Peanut Chews retain its Goldenberg roots. (Aug 19). <a href="http://www.nytimes.com/2012/08/20/business/media/for-goldenbergs-peanut-chews-change-was-not-good.html?smid=pl-share">http://www.nytimes.com/2012/08/20/business/media/for-goldenbergs-peanut-chews-change-was-not-good.html?smid=pl-share</a></p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 3 due on 9/17 by 2:00pm)</p>
<p><b>Week 5 (Sept 24) Consumer Research</b></p>	<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). <a href="http://www.nytimes.com/2012/07/31/technology/facebook-twitter-and-foursquare-as-corporate-focus-groups.html?_r=1&amp;hpw">http://www.nytimes.com/2012/07/31/technology/facebook-twitter-and-foursquare-as-corporate-focus-groups.html?_r=1&amp;hpw</a></p> <p>Duhigg, C. (2012) How companies learn your secrets. <i>New York Times</i>. (Feb 19.) Retrieved from <a href="http://www.nytimes.com/2012/02/19/magazine/shopping-habits.html">http://www.nytimes.com/2012/02/19/magazine/shopping-habits.html</a></p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 4 due on 9/24 by 2:00pm)</p>
<b>Week 6 (Oct 1) Consumer Research</b>	<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) &amp; PAPER 6* (Observations) due on 10/1 by 2:00pm)</p>
<b>Week 7 (Oct 8) Communication Objectives</b>	<p>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): <a href="http://cb.hbsp.harvard.edu/cb/access/13587832">http://cb.hbsp.harvard.edu/cb/access/13587832</a> Bring your case studies to class on Oct 10.</p> <p>Schwartzapfel, S. (2012). Real “Mad Men” Pitched Safety to Sell Volvos. (Apr 23) <a href="http://www.nytimes.com/2012/03/25/automobiles/real-mad-men-pitched-safety-to-sell-volvos.html">http://www.nytimes.com/2012/03/25/automobiles/real-mad-men-pitched-safety-to-sell-volvos.html</a></p> <p>(INDIVIDUAL PAPER 7 due on 10/8 by 2:00pm)</p>
<b>Week 8 (Oct 15) “Virtual Class” Midterm Presentations</b>	<p>VIRTUAL CLASS THIS WEEK – NO IN-CLASS MEETING</p> <p>Post the link of your presentation to Blackboard by Oct 15 11:59 pm. Post a constructive critique of the other team presentations by Oct 18, 11:59pm. Post the team response to the feedback by Oct 21, 11:59 pm.</p>
<b>Week 9 (Oct 22) Creative Strategy</b>	<p>NO READINGS/ PAPERS DUE</p>
<b>Week 10 (Oct 29) Creative Strategy</b>	<p>Heath, C &amp; Heath, D. (2007). <i>Made to stick: Why some ideas die and others survive</i>. Random House.</p>

	(INDIVIDUAL PAPER 8 due on 10/29 by 2:00pm)
<p><b>Week 11 (Nov 5) Creative Strategy</b></p>	<p>Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i>. New York: Palgrave Macmillan. Chapters 4, 6 &amp; 7.</p> <p>Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns</i>. New York: Thames &amp; Hudson. Chapters 3, 4, 5, 10, 11</p> <p>Gambino, M (2012, Jan. 27). What makes an ad successful? Smithsonian.com. Retrieved from <a href="http://www.smithsonianmag.com/arts-culture/What-Makes-an-Ad-Successful.html?c=y&amp;page=1">http://www.smithsonianmag.com/arts-culture/What-Makes-an-Ad-Successful.html?c=y&amp;page=1</a></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 <a href="http://adage.com/article/special-report-super-bowl/usa-today-s-ad-meter-broke-super-bowl-advertising/232411/">http://adage.com/article/special-report-super-bowl/usa-today-s-ad-meter-broke-super-bowl-advertising/232411/</a>.</p> <p>See blackboard for multi-media presentations</p> <p>(INDIVIDUAL PAPER 9 due on 11/5 by 2:00pm)</p>
<p><b>Week 12 (Nov 12) Media Strategy</b></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 &amp; Hudson. Chapter 8, 9.</p> <p>Steinberg, B. (2009). The future of tv. <i>Advertising Age</i>. (Nov 30). Retrieved from <a href="http://adage.com/article/mediaworks/future-tv/140751/">http://adage.com/article/mediaworks/future-tv/140751/</a></p> <p>Wikipedia page on online advertising (click and read the links on specific types of online advertising.) Retrieved from <a href="http://en.wikipedia.org/wiki/Online_advertising">http://en.wikipedia.org/wiki/Online_advertising</a></p> <p>Shaolian, G. (2011) Why a mediocre website is so dangerous. <i>New York Times</i>. (Nov 29). Retrieved from <a href="http://boss.blogs.nytimes.com/2011/11/29/why-a-mediocre-web-site-is-so-dangerous">http://boss.blogs.nytimes.com/2011/11/29/why-a-mediocre-web-site-is-so-dangerous</a></p> <p>Hagen, J. (2011). Tweet science. <i>New York Magazine</i>. (Oct 2). Retrieved from <a href="http://nymag.com/print/?/news/media/twitter-2011-10/">http://nymag.com/print/?/news/media/twitter-2011-10/</a></p> <p>See blackboard for multi-media presentations</p>

	(INDIVIDUAL PAPER 10 due on 11/12 by 2:00pm)
<b>Week 13 (Nov 19) Online and Social Media Strategy</b>	Ryan, D. & Jones, C. (2012). <i>Understanding digital marketing: Marketing strategies for engaging the digital generation</i> . Kogan Page.  (INDIVIDUAL PAPER 11 due on 11/19 by 2:00pm)
<b>Week 14 (Nov 26) Promotions Strategy &amp; Campaign Evaluation</b>	Young, A. (2010). <i>Brand media strategy: Integrated communications planning in the digital era</i> . New York: Palgrave Macmillan. Chapter 12.  Barry, P. (2012). <i>The advertising concept book: A complete guide to creative ideas, strategies, and campaigns</i> . New York: Thames & Hudson. Chapter 14-15  See blackboard for multi-media presentations  (INDIVIDUAL PAPER 12 due on 11/26 by 2:00pm)
<b>Week 15 (Dec 3) Team Presentations</b>	<b>ATTENDANCE IS MANDATORY. NO ARRIVE LATE/LEAVE EARLY.</b>  <b>FINAL PAPERS ARE DUE DEC 9 BY 11:59 PM</b>