USC Marshall
School of Business

Advertising and Social Media Strategy
MKT 526 Syllabus: Fall 2016

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Texts: *Readings for MKT 526 Tellis* (**Rdr**), USC Bookstore
Effective Advertising (**Txt**), 2015, 2nd ed. (draft), USC Bookstore
Supplementary Selections, (**Sup)**, Blackboard

Scope

Advertising and social media strategy are parts of Promotion, which also includes sales promotion, publicity, and personal selling. Promotion is the art and science of communicating to buyers the benefits of one's offer. This course focuses primarily on advertising and social media.

Rationale

Advertising involves the challenging task of communicating a firm's offer in a rapidly changing, highly competitive environment. Such changes have created radically new products, disrupted markets, revolutionized media, and transformed the world of advertising. In particular, social media play a critical role today. These changes have increased the need for communicating appropriately with buyers. Fortunately, recent research has greatly enhanced our understanding of advertising and provided us with new ideas, tools, media, and models to communicate effectively. Thus, a thorough study of these issues is vital for marketing today.

Objectives

Specifically, the course seeks to help students:

A. Understand the phenomenon of advertising in society and the world
B. Understand the critical role of social media
C. Evaluate, develop, and choose creative ads
D. Place ads in appropriate media, programs, and schedules
E. Design advertising strategies cognizant of social media
F. Evaluate the profitability of advertising and develop budgets for the same

Teaching Method

The course uses several teaching methods including lectures, discussions, exercises, and student presentations. Similarly, it uses several teaching aids, besides the text, such as cases, articles, news clippings, and videos. In all these methods, student participation is an important component of learning. In addition, students should feel free to email the instructor any interesting news clips or ads they encounter. Students should strive to achieve the following goals from each session:

- Grasp the key issues or principles.
- Appreciate the pros and cons of each position.
- Contribute insights based on thorough prior preparation.

Participation

Participation covers contributions to the group project and class discussion. Participation in class discussion has several benefits. It promotes a better understanding of the theory, relates it to one's experience and knowledge, and sharpens communication skills. Students should come well prepared for class. We will try to establish an atmosphere of friendly, lively debate. However, the instructor has the right to make cold calls. For their part, students should feel free to question, think aloud, and propose new ideas. A well-prepared student is more relaxed and better able to do so. Students should strive to participate sincerely and productively rather than be disruptive or try to impress. Because class experience is vital for learning, students must attend every class on time. They must inform the instructor *in advance* if they are going to be late or absent. The instructor will take a picture of the students in the class at the start of every class. Students are responsible for being on time with their name tent visible for this picture. If students use a laptop, they bear the responsibility of showing the instructor they are following the class discussion and not engaged in other electronic activities. If the instructor is left with the latter impression, the student will get a negative grade for that session. The grade for participation depends on the following components:

Contributions to class discussions, evaluated by:

- Attention to class proceedings
- Insightful comments
- Probing questions
- Supporting a learning environment
- Sharing updates for the benefit of other participants
- Contributions to the group project

Group Work

Working in groups is generally more productive and better reflective of the business environment. Assignments and a project are by groups. Students may form groups of their choosing, subject to everyone finding a group. Groups may change for the case analysis, the critique, and the rest of the project. Because advertising is a culturally bound activity, groups that are culturally diverse are preferable.

The evaluation of an individual's contribution to group work will depend on feedback from group members. So, individuals should choose members whom they trust and with whom they can get along. Groups may contain about 5 members. The project must be done in a group. Every written group report must contain a single acknowledgement form properly completed by all group members.

Case Analysis for Submission

Students have to prepare and submit one case analysis (Corvette). The analysis will involve answering specific questions on the case. Students may prepare this analysis alone, in their project group, or in a smaller group.

Format for Reports

Students should submit their reports by email. All reports must be completely free of plagiarism. Email submissions must be, a) through an attached Microsoft Word file, b) *under 5 MB in size,* c) free of viruses, and d) with copies to all group members, if any. All reports on the project (hard copy or electronic) are due on the scheduled date, by the time stated in the schedule. A late submission will result in *a loss of 10% of the grade immediately, plus 10% per day late,* for all members of the group, irrespective of the excuse. The case analysis is due before the start of class at 3:30 PM on the scheduled date. Case analyses that are sufficiently late so as to have benefited from class discussion *get no credit.*

The report's format should be as follows:

- Text not to exceed 1200 words.
- Double-spaced, Times Roman, 11 pitch or larger, with a 1" margin on all sides.
- A title page bearing the report title and name(s) of the author(s).
- Exhibits preferably embedded in the text; about 7 for demand analysis and final report and about 3 for all other reports. Exhibits should be predominantly supporting tables or figures, not discussion or text.
- Acknowledgement form.

Writing Well by Zinsser and a note by the instructor, "Short is Sweet," provide tips on writing.

Group Project: Creative Design of Ad/Ad Campaign

Each group must carry out a creative ad project that applies and expands the learning from the course. The goal of the project is to *design an ad or advertising campaign* for a client of the group's choosing. Work on the project should start well in advance of the due date. It involves the following five submissions, four of which are for grade:

(0) Project topic (no grade)

(1) Critique of ad

(2) Proposal for demand analysis

(3) Demand analysis plus proposed ad test

(4) Final creative & strategy

Here are guidelines for these submissions. Additional details will be available close to the due date.

0. Project Topic

Groups should choose small, well-defined projects that emphasize insight rather than busy-work. They must email their project topic, the ad campaign, and the names of group members for the instructor's approval by the due date. No explanations are necessary on the email.

1. Critique

The critique should be of a print or video ad or an ad-campaign. For this task, students should choose samples that stand out for creativity, scope, or errors. Students may conduct secondary research on the situation faced by the advertiser. All critiques must be submitted as reports. *One exhibit of the report should be a copy of the ad.*

2. Proposal for Demand Analysis

This report proposes the primary research to be done to estimate the demand for the product. (In real markets, it would be the agency pitch to the client). It should contain the following components:

Background	1-2 paras
Problem definition:	1 para
Research objectives:	1 para
Information needed by agency	1 para (this is an elaboration of the objectives)
Design of primary research	1 - 2 paras (explain how information will be obtained from experiment, survey, focus groups etc.)
Questionnaire	1 - 3 pages included in the appendix
Sample design	1 para (indicate the size, frame, type of the sample)

3 (a). Demand Analysis

This report presents the analysis of the primary research proposed above. The goal of the analysis is to arrive at a market niche for the product, a unique image, and a unique selling proposition (or message platform) on which to build the creative. The report should strive to provide insight into the demand for the product rather than merely list descriptive statistics.

3 (b). Proposal for Ad Test

The proposal should indicate clearly how the researchers plan to test the ads they have created. They should develop *at least two new* ads. They need to test these ads against one the client or a leading competitor currently uses. The ad test should use an experiment and may involve day-after-recall, mall-intercept survey, or theater test. Each of these tools will become clearer as the course proceeds. The proposal should contain the following components:

Ads being tested	(about 1 sentence, do not include creatives).
Method	description of experiment (one to two paras).
Design of test	dependent variables and independent variables being manipulated (one para or table).
Hypotheses	key results expected (about one para).
Sample design	sample size, selection, and assignment (about one para).

4. Final Creative & Strategy

The final report should present the ads tested, results of the ad test, and the recommended strategy. It should contain the following components:

Highlights of demand analysis:	about half page
Design of ad test and summary of hypotheses:	1-2 paras
Results of ad test versus hypotheses:	1-2 pages
Recommended strategy:	one para

Each group will present their project in class. Presentations will be for about 10 minutes with about 3 minutes for questions. Students receive credit for their own presentations, for good answers to questions, and for posing intelligent questions while others present.

Throughout the project students need to keep in mind that the goal of the project is not critique or research for itself but the creative design of an ad or ad campaign.

Final Exam

The final exam will be closed-book. Questions will be on major theoretical issues, numerical problems, and a mini-case. Each of these three components will carry about a third of the weight. Students will receive specific guidelines to prepare for the exam. However, regular attendance and study for each session is the best preparation. The date of the final exam is set by USC and cannot be changed without permission of the dean.

Consultations

While common difficulties with the material or course should preferably be discussed in class, students should meet with the instructor promptly to discuss personal difficulties with the course, instructor, or colleagues. Students should explain to the instructor any personal problems that hinder learning in a timely manner. Timely and frank discussion with the instructor ensures quick resolution with minimal costs.

Evaluation

Grades depend on the instructor's independent assessment of a student's learning and ***are not negotiable***. Students should strive to assimilate the course material and do their best on discussions and reports, rather than influence grades by post-test discussions. In particular, students should present their positions on the cases in class prior to the evaluation. When grading, the instructor will try to be as objective as he can, free from student pressure. Subjective misjudgments, if any, should cancel out over the many components of the evaluation.

In general, group grades will apply to individuals of the group. However, every individual *must carry his or her fair share* of the group burden and contribute creatively and fully to group work. Group members are generally generous in evaluating an individual. Thus *any negative feedback from members of a group about an individual will negatively affect his or her grade*. So individuals must choose their group wisely and impress their colleagues in the group.

The final grade will be based on the instructor's subjective judgment of a student's performance, guided by the weighted mean of the grades on course components. These components will have the following weights:

Case Analysis	10 %	Critique	10 %
Class Participation	20 %	Proposal for Primary Research	10 %
Final Exam	30 %	Demand Analysis & Proposed Test	10 %
		Final: Creatives & Test	10 %

In controlling grade distribution across students in the class, the instructor will target the Marshall School's guidelines of a mean grade of B^+/A^- (3.5). Students should email the instructor if they want a breakdown of their final grade.

To properly evaluate class participation, the instructor will make every effort to learn the names of the students, early in the semester. The students share responsibility for this task by using name tents in class.

Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include 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 (plagiarism). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. All students are expected to understand and abide by the principles discussed in the *SCampus*, the Student Guidebook (www.usc.edu/scampus or http://scampus.usc.edu). A discussion of plagiarism appears in the University Student Conduct Code (section 11.00 and Appendix A).

In particular, students should adhere to the following code of ethics:

- Not get *specific solutions, help,* or *tips* on cases and problems from former students, students of other sections or schools, publishers, instructors, or authors, whether in the form of conversation, notes, emails, or Internet sites. Obtaining *generic information* from books, published reports, or practitioners, whether in print, video, or the Internet is fine. Generic information is that which is not prepared specifically for the assigned case or problem.
- Not use a laptop or smartphone in class, except for taking notes or reading slides.
- Not submit for credit any case analysis that has benefited from the class discussion on that case.
- Not submit for credit any material that also received credit from another course.
- Inform the instructor of overlap in projects submitted. Research done in another project for another class may be submitted in a current project as background or support for a particular position, with a reference, but not for credit.
- Inform the instructor of the precise work done on any project by outside professionals or the client.
- Not use notes in closed book exams.
- Not include a student on a project or report who has not worked for that project or report.
- Honestly and fairly complete the acknowledgement form and any peer evaluation requested.
- Appropriately reference sources of information or insights that are included in written reports.
  Include in quotation marks the exact words of another author, with appropriate reference.

Students with Disabilities

The Office of Disability Services and Programs (www.usc.edu/disability) provides certification for students with disabilities and helps arrange the relevant accommodations. 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 me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Discrimination

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report or can initiate the report on behalf of another person. *The Center for Women and Men* *http://engemannshc.usc.edu/cwm/* provides 24/7 confidential support, and the sexual assault resource center webpage https://sarc.usc.edu/reporting-options/ describes reporting options and other resources.

Emergency Preparedness

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (*http://emergency.usc.edu/)* will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

Please make sure you can access this course in Blackboard and retrieve the course syllabus and other course materials electronically. You should check Blackboard regularly for announcements and new materials. In the event of an emergency, the ability to access Blackboard will be crucial. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

MKT 526 Schedule: Fall 2016 Rev July 14, 2016

Ss.	Dt.	Topic	Reading/**Case**	Video	**Submissions**
Part I: Advertising & Promotion Strategy					
1	8/22	Introduction	Txt 1		
2	8/24	Segmentation & Position.		Selections	
3	8/29	Ad & Pos. Strategy	**Inside Intel Inside (Rdr)**		
Part II: Communication					
4	8/31	Attention	Txt Chap 5	Selections	***Project Topics due***
5	9/7	Persuasion	Txt Chap 6	Selections	
6	9/12	Argument	Txt Chap 9		
7	9/14	Ad Strategy	**Absolut Success!** (Rdr)	Selections	
8	9/19	Emotion	Txt Chap 7;	Selections	
9	**9/21**	Persuasion & Social Media	Short is Sweet (Rdr); **Corvette: Making of an Icon (Rdr)**		***Case Analysis due by 12:30 PM***
10	9/26	Endorsements	Txt Chap 8)		
11	9/28	Humor & Social Media	**Ad Your Ad Could Smell** (Sup)	Selections	
12	**10/3**	**Ad Critique**	Txt 3; **Presentations in class**		***Project 1: Critique due by 11:59 PM***
Part III: Ad Testing					
13	10/5	Ad Testing Introduction	Txt Chap 10	Testing	
14	10/10	Experimentation	Txt 11; **Exercises in Experiment**. (Rdr)		
15	10/12	Experiment vs Field Test	**StainZapper (A)** (Rdr)		
16	10/17	Perceptual Mapping	**Exercises in Perceptual Mapping** (Rdr)		
17	**10/19**	Ad Effectiveness	Txt Chaps 2, 3		***Project 2: Demand Survey Proposal due by 11:59 PM***
Part IV: Media Planning					
18	10/24	Social Media Revolution			
19	10/26	Use of New Social Media	**Obama vs Clinton: YouTube**…(Rdr)		
20	10/31	Media, Vehicle Choice	**Exercises in Media** (Rdr)	Exercises	
21	11/2	Schedule Evaluation	**Exercises in Schedule Evaluation** Rdr		
22	**11/7**	Budgeting	Txt Chap 14; **StainZapper (B*)***		
23	11/9	Scheduling; Search & Social Media Choice	**StainZapper B** continued**;** AdWords (Rdr); AdSense (Rdr);		***Project 3: Demand Analysis & Proposed Ad Test by 11:59***
24	11/14	Creativity in Social Media	**Dove - Evolution of a Brand** (Rdr)	Dove	
Part V: Sales Promotion Planning					
25	11/16	Principles of Promotion	**Exercises in Promotion** (Rdr);		
26	11/21	Promotion Evaluation	Do exercises in promotion		
27	11/28	Regulation	Txt Chap 4		
Part VI: Integrated Planning					
28	11/30	**Final Presentations**			***Project 4: Final Report due***
29	**12/12**	2 PM to 4:30 PM	**Final Exam**		