

Advertising and Social Media: Strategy & Analytics MKT 526 Syllabus: Fall 2019

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Office Hrs: Tuesdays & Thursdays 3:45 to 4:45 PM except holidays or by appointment.

Texts: *Readings for MKT 526 Tellis (Rdr)*, USC Bookstore
Effective Advertising (Txt), 2019, 2nd ed. Kendall Hunt, hardcopy USC Bookstore
e-copy: <https://he.kendallhunt.com/product/effective-advertising-social-media-strategy-analytics>
Copies of Slides, Blackboard

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Rationale

Advertising involves the challenging task of designing and 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 and analyzing the effects of such communication. Fortunately, recent research has greatly enhanced our understanding of advertising and provided new ideas, tools, and media to communicate effectively and new analytics to ascertain its effectiveness, budget, and schedule ads. Thus, a thorough study of these issues is vital for marketing today.

Objectives

Specifically, the course seeks to help students:

- A. Understand the critical role of advertising and social media in markets
- B. Evaluate, develop, and choose creative ads
- C. Design advertising strategies in the age of social media
- D. Learn analytics to place ads in appropriate media, programs, and schedules
- E. Learn analytics to evaluate the profitability of advertising and develop budgets

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

To facilitate optimal class participation, students may not use laptops or cell phones during class. 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. The grade for participation depends on the following components:

- 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

Exercises

Students have to prepare *individually* and submit to the teaching assistant, eight simple exercises by 4:30 PM on the due dates. The exercises help students better appreciate the concept and tools for the assigned session. Most exercises use Excel though a few are manual. The instructor will solve the exercises in class and discuss implications. It is not essential to get everything right prior to class. However, it is essential to show genuine independent effort to solve these exercises.

Group Work

Working in groups is generally more productive and better reflective of the business environment. The ad project is 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 four to five members. Every written group report must contain a single acknowledgement form honestly completed by each group member.

Ad 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) Choice of ad for critique (no grade). Choose ads that stand out for excellence, errors, or scale.
- (1) Critique of print or video ad or ad campaign of the group's own choosing
- (2) Proposal of primary demand of the above advertised product, using about 40 consumers via survey (questionnaire)
- (3) Demand analysis of collected data plus proposal of two new ad concepts and their test vs original ad
- (4) Development and test of ads plus design of advertising strategy

Students will receive detailed guidelines for each of these submissions prior to the due date. 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.

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 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 (about 8), preferably embedded in the text. Exhibits should be predominantly tables or figures supporting narrative in the report.
- Acknowledgement form.

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

Final Exam

The final exam will be a closed-book test in class. Questions will be on major theoretical issues, exercises, 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 exercises, discussions, reports, and the exam, rather than influence grades by post-test negotiations. 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 judgment of a student's performance, guided by the weighted mean of the grades on course components. These components will have the following weights:

Exercises	16 %	Critique	10 %
Class Participation	19 %	Proposal for Primary Research	10 %
Final Exam	25 %	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, is fine. Generic information is not specific to the assigned case or problem.
- Not use a laptop or smartphone in class or in the exam.
- 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 as background or support in the current project, 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 will provide safety and other information, including electronic means by which instructors will conduct class using a combination of Blackboard, teleconferencing, and other technologies.

MKT 526 Schedule: Fall 2019 Rev Aug 15, 2019

Ss.	Dt.	Topic	Reading/Case	Submissions
Part I: Advertising & Promotion Strategy				
1	8/27	Importance of Advertising	Txt Chap 1	
2	8/29	Segmentation & Position Strategy		
3	9/3	Social Media & Global Branding	Dove - Evolution of a Brand (Rdr) Dove Real Beauty Sketches (Rdr)	
Part II: Crafting the Message				
4	9/5	Attention	Txt Chap 6	Project 0: Topics due
5	9/10	Persuasion	Txt Chap 7	
6	9/12	Ad Strategy	Absolut Success (Rdr)	Exercise in Market Dynamics 1 (Rdr)
7	9/17	Argument	Txt Chap 10	
8	9/19	Emotion	Txt Chap 8	
9	9/24	Social Media & Enduring Brands	Corvette: Making of an Icon (Rdr)	Exercise in Market Dynamics 2 (Rdr)
10	9/26	Endorsements	Txt Chap 9	
11	10/1	Social Media & Humor	Old Spice (Rdr)	
12	10/3	Ad Critique	Txt Chap 3, 4; Presentations in class ; Short is Sweet (Rdr)	Project 1: Critique due by 11:59 PM
Part III: Ad Effectiveness Analytics				
13	10/8	Ad Testing Introduction	Txt Chap 11	Exercise in Ad Elasticity (Rdr)
14	10/10	Testing Analytics	Txt Chap 12	Exercises in Experiments (Rdr)
15	10/15	Experiment vs Field Test	StainZapper (A) (Rdr)	
16	10/22	Mapping Strategy & Analytics		Exercises in Perceptual Mapping
Part IV: Media Strategy & Analytics				
17	10/24	Social Media Revolution	Txt Chap 2, 13	Project 2: Demand Survey Proposal due by 11:59 PM
18	10/29	Use of New Social Media	Clinton vs Trump (Rdr)	
19	10/31	Media Strategy & Analytics	Txt Chap 14	Exercises in Media (Rdr)
20	11/5	Program Strategy Analytics	Txt Chap 14	
21	11/7	Keyword Strategy & Analytics	AdWords (Rdr); AdSense (Rdr);	
22	11/12	Facebook Ad Strategy	Guest speaker: Nick Kirchner, Consultant. Chap 13	Project 3: Demand Analysis & Proposed Ad Test by 11:59 P
23	11/14	Schedule Strategy & Analytics	Text Chap 15	Exercise in Schedule Analytics
24	11/19	Budgeting Strategy & Analytics	Txt Chap 15	
25	11/21	Budgeting Application	StainZapper (B) (Rdr)	Exercise in Budgeting (Rdr)
26	11/26	Display Advertising	Guest Speaker: Viren Tellis: AT&T	
Part V: Integrated Planning				
27	12/3	Regulation	Txt Chap 5	
28	12/5	Final Presentations	Presentations in Class	Project 4: Final Report by 11:59 PM
29	12/12	4:30 PM to 7:00 PM	Final Exam	