# CMGT 553: Marketing Communication Theory and Application
## Fall 2019

**Instructor: Courtney Pade, Ph.D.**
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**Office Hours:** Before class
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## Course Description

This marketing capstone course will build on your previous coursework by bridging theory, research, and practice to explore current issues that are facing marketing communication professionals. Each week will be devoted to a contemporary or emerging topic in the field. Through reading academic research, case studies, book chapters, and popular press pieces, this class will explore how marketers can best understand this rapidly-changing landscape.

This course will fulfill the capstone requirement for CMGT students in their penultimate or last semester. It is designed to illustrate the cumulative knowledge you have gained from prior coursework. While not mandatory, you are encouraged to have taken at least one CMGT marketing class before enrolling in this capstone.

## Learning Objectives

- Examine central bodies of research within marketing communciations
- Evaluate competing positions in academic debates
- Develop the ability to synthesize research in a productive way
- Understand the broad landscape of the marketing communication field
- Create a dialogue with practioners through interviews
- Apply key ideas from academic work to specific current examples within marketing communication
- Conduct reviews of academic literature to evaluate the merits of a range of marketing communication literature, and synthesize these findings into a report and oral presentation

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## Required Readings and Supplementary Materials

Please purchase the following book from your preferred retailer:

Kahneman, D. (2011) *Thinking, Fast and Slow*. Farrar, Straus, and Giroux, New York.

*All other readings will be on Blackbaord.*

## Description and Assessment of Assignments

**Weekly Application Assignments (30%)**
       **Submission Wordpress site: linked on Blackboard**

After reading the week's assigned material, you will need to find an example that you think demonstrates the ideas about which you've read. It is also important for your assignment to integrate the ideas from across all your week's readings. If you decide to focus in on one of the readings, be sure that you demonstrate your understanding of how it fits into the broader set of readings. These weekly applications are  an opportunity for you to demonstrate that you have engaged with and understand your readings. Your example could take one of three general forms:

1. Academic article: Locate, read, and summarize an academic article that presents a related theory, topic,  case example, etc. Draw connections between the ideas in the article and those you read for class.
2. Interview: Talk to someone in the field about something in the reading. Ask them whether their experiences are consistent with the ideas presented in the readings, how the ideas might be useful in their work, etc. (This modality should include your own assessment of what you learned in the interview in addition to reporting the contents of the interview. Make sure you cite the reading in your analysis)
3. Popular press/personal example: Read the newspaper or trade journals (Ad Age, etc) or think through your own experiences and find a story that relates to the week's readings. Make sure to use the readings in your analysis.

During the semester you will post seven assignments, at least two of each type. The other weeks of your choosing you won't need to post an assignment. During these "freebie" blogging weeks, you are required to post substantive comments on two posts. These comments should cite the readings extensively and add thoughtful commentary. Said another way, you will post seven blogs this semester. On weeks that you don't blog you will post at least two comments.

If you do not fulfill the requirement of two of each type of assignment, the incorrect types will be penalized 25%.

**Midterm Paper (20%)**
Conduct a 7-9 page literature review on one of the weekly topics or choose your own topic within Marketing Communication. This should be a topic that is timely and relevant. This will be an in-depth dive into one area of the literature to explore how academic researchers are examining an important issue facing marketing communication professionals today.

**Final Paper and Presentation (35%)**
For the Final Paper you will revise the midterm paper, and include 7-8 pages of application. You will choose a brand and explain how this brand could benefit from the key ideas set forth in your literature review. The oral presentation is a very important part of the assignment.  In many situations, an oral presentation is all that the evaluators see.  It should be polished and professional.

**Participation (15%)**
Class participation is an essential component of this class.  We will spend time in class discussing the readings and working through cases that deal with challenges.  You will be expected to come to class prepared, having read the assigned readings, with questions/comments prepared on those readings, and with case questions or application examples when requested. If you want to be sure you will receive a high participation grade, you should volunteer your thoughts, ideas, and responses verbally in class each week.  This demonstrates both your engagement and your preparation.  Sitting quietly does not contribute positively to the class.

**Missing class:** If you miss a class you will be expected to write a two-page paper on that week's material, in addition to an application assignment (if you are not using your freebie). You will discuss the topic with the instructor ahead of time and the paper will be due the date of the missed class. Failure to submit a paper will result in lowering the participation score by 10%.

## Grading Scale

| Letter Grade | Grade Range |
|---|---|
| A | 93-100% |
| A- | 90-92.99% |
| B+ | 87-89.99% |
| B | 83-86.99% |
| B- | 80-82.99% |
| C+ | 77-79.99% |
| C | 73-76.99% |
| C- | 70-72.99% |
| D | 60-69.99% |
| F | 59.99% or less |

## Paper Guidelines
All documents should be in Microsoft Word format. Papers must be type-written or word-processed, double-spaced, with 12 point 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 (6th Edition). Finally, typos and spelling errors are unforgivable at this level and reflect poorly on you. All page length requirements are for double-spaced pages, with 1-inch margins, in 12-point Times New Roman font.

## Late Policy
Late work is accepted with a 10% off per day penalty, to a maximum of 50% off.  It is always in your best interest to submit coursework, even if late.

## Technology Policy
During class students will not be allowed to use laptops, mobile phones, or wireless connections unless instructed to do so for in-class activities. Unless permitted by the instructor, cell phones also be turned off during class. To understand the reasons for this policy, you may reference articles titles: "Why you should take notes by hand – not on a laptop"; "The Myth of Multitasking";  "The Case for Banning Laptops in the Classroom";  "How (and Why) to Stop Multitasking"

|  | Topics/Daily Activities | Readings | Deliverable |
|---|---|---|---|
| **Week 1**<br><br>8/26 | Introduction to the course<br><br>Overview of issues facing marketing commiunicaton professionals | Start reading Kahneman (see Week 2) | |
| **Week 2**<br>9/2 | Labor Day | | |
| **Week 3**<br><br>9/9 | Theories of Consumer Decision Making | READ IN ORDER:<br><br>Kahneman, D. (2011) *Thinking, Fast and Slow*. Chapters 1-5.<br><br>Barden, P. (2013) *Decoded: The science behind why we buy.* Chapter 1<br><br>White, K., Lin, L., Dahl, D., & Ritchie, R. (2016). When do consumers avoid imperfections? Superficial packaging damage as a contamination clue. *Journal of Marketing Research*, *53*(1), 110-123. | Application assignment #1 |
| **Week 4**<br><br>9/16 | Earning loyal customers | Sharp, B. (2010). *How brands grow: What marketers don't know. South Melbourne, Vic: Oxford University Press.*<br>Ch 2, 7, 11<br><br>Black, A. (2015). Loyalty exists but not as we knew it. *ADMAP.*<br><br>Facebook People Insights. (2016). *Modern loyalty: Love in a time of infinite choice.* *https://www.facebook.com/iq/articles/modern-loyalty-love-in-a-time-of-infinite-choice?ref=wpinsights_rd*<br><br>**Read for class discussion:**<br><br>Tugent, A. (2016). Cultivating brand loyalty in even the toughest customer. https://www.nytimes.com/2016/06/06/business/media/cultivating-brand-loyalty-in-even-the-toughest-customer.html | Midterm Topic Due Application assignment #2 |
| **Week 5**<br><br>9/23 | Role of emotion in marketing communications | Berger, J. (2013)*.  Contagious: Why things catch on.* New York : Simon & Schuster<br>Chapter 3<br><br>Simon, J. (2017). Feel more, click more: The impact of emotion in interactive digital advertising. *ESOMAR Conference papers.*<br><br>Shen, F., & Morris, J. (2016). Decoding neural responses to emotion in television commercials: An integrative study of self-reporting and fMRI measures.  *Journal of Advertising Research, 56(*2), 193-204.<br><br>**Read for class discussion:**<br>Tiffany, K. (2019). Online ads can be targeted based on your emotions. **https://www.vox.com/the-goods/2019/5/21/18634323/new-york-times-emotion-based-ad-targeting-sadness** | Application assignment #3 |

| Week 6<br>9/30 | WOM and viral content – creating persuasive communication | Berger, J. (2013). *Contagious: Why things catch on.* New York : Simon & Schuster<br>intro, chapter 1<br><br>Araujo, T., Neijens, P., & Vliegenhart, R. (2015). What Motivates Consumers to Re-Tweet Brand Content? The Impact of Information, Emotion, and Traceability on Pass-Along Behavior. *Journal of Advertising Research,55*(3), 284-295.<br><br>Yuki, T. (2015). What makes brands' social content shareable in Facebook?: An analysis that demonstrates the power of online trust and attention. *Journal of Advertising Research, 55*(4), 458-470.<br><br>Evans, N., Phua, J., Lim, J., Jun, H. (2017). Disclosing Instagram infleuncer advertising: The effects of disclosing language on advertising recognition, attitudes, and behavior intent. *Journal of Interactive Advertising.*<br><br>**Optional for class discussion:** This week we will discuss the Fyre Festival debacle. If you haven't yet, try to watch one of the documentaries on this topic: one is on Netflix and another is on Hulu. | Application assignment #4 |
| **Week 7**<br>10/7 | Social Media and Brands in Crisis | Dijkmans, C. Kerkhof, P. & Beukeboom, C. (2015). A stage to engage: Social media use and corporate reputation. *Tourism Management, 47*, 58-67.<br><br>Istanbulluoglu, D. (2017). Complaint handling on social media: The impact of multiple response times on consumer satisfaction. *Computers in Human Behavior, 74*, 72-82.<br><br>Pfeffer, J., Zorbach, T., & Carley, K. (2014). Understanding online firestorms: Negative word-of-mouth dynamics in social media networks. *Journal of Marketing Communications*, *20*(1-2), 117–128.<br><br>**Read for class discussion:**<br>Hsu (2019). Volkswagen, with new ads, wants to put its cheating past behind it. New York Times. https://nyti.ms/2JYSYey<br><br>Mervosh, S. (2019). North face edited Wikipedia's photos. Wikpedia wasn't happy. New York Times. https://nyti.ms/2WxzPpE | Application assignment #5 |

| Week 8 10/14 | Artifical Intelligence and Marketing | Brundage, M. et al (2018).  The Malicious Use of Artificial Intelligence: Forecasting, Prevention, and Mitigation. *Electric Frontier Foundation. Read* Pp. 1-27

Tice, D. & Paige, M. (2017) Alexa, how distruptive are you? *ARF Experiential Learning, Audience Measurement.*

**Read for class and be prepared to discuss, with notes:**
Avery, J., & Steenburgh, T. (2018). HubSpot and Motion AI: Chatbot-Ennabled CRM. From HBR coursepack.

**Optional:**
Jefferies, A.. (2018).  Advertising (and transform the Internet while you are at it). *New York Magazine.*
http://nymag.com/selectall/2018/05/right-media-creators-of-the-first-ad-exchange.html | Midterm Due

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| Week 9 10/21 | Mobile | Southgate, D. (2017). The emergence of Generation Z and its impact in advertising: Long-term implications for media planning and creative development. *Journal of Advertising Research, 57*(2), 227-235.

Berman, B. (2016). Planning and implementing effective mobile marketing programs. *Business Horizons, 59*(4), 431-439.

Bakopoulos, V., Baronello, J., Briggs, R. (2017). How brands can make smarter decisions in mobile marketing. *Journal of Advertising Research.*

Abromovich, G. (2015). Marketing to Gen Z. *Ad Age.*
http://adage.com/article/adobe-marketing-cloud/marketing-z-mobile-generation/299589/

**For class discussion:**
Morrissey, J. (2018). Mobile apps are a must for most brands, as long as users like them. New York Times:
**https://www.nytimes.com/2018/06/17/business/media/mobile-apps-advertising.html** | Application assignment #6 |
| Week 10 10/28 | Communicating through Experiential Marketing, Augmented and Virtual Reality | Scholz, J., & Smith, A. (2016). Augmented reality: Designing immersive experiences that maximize consumer engagement. *Business Horizons*, *59*(2), 149–161.

Viccers, J. (2017, October).Get the most from experiential marketing. *Admap.*

Shobeiri, S., Mazaheri, E., & Laroche, M. (2018). Creating the right customer experience online: The influence of culture. *Journal Of Marketing Communications*, *24*(3), 270-290.

**For class discussion:**

Why Experiential marketing may have reached its peak. AdAge: | Application assignment #7 |

| | | https://adage.com/article/cmo-strategy/why-experiential-marketing-may-have-reached-its-peak/2186816 | |
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| **Week 11**<br><br>11/4 | Multicultural Marketing Communication | Nielsen (2015). The multicultural edge: Rising super consumers.<br><br>Johnson, G. & Greir, S. (2011). Targeting without alienating: Multicultural advertising and the subtleties of targeted advertising. *International Journal of Advertising, 30*(2), 233-258.<br><br>**For class discussion:**<br><br>Maheshwari, S. (2017). Different ads, different ethnicity, same car. *New York Times.* *https://www.nytimes.com/interactive/2017/10/12/business/media/toyota-camry-ads-different-ethnicities.html* | Application assignment #8 |
| **Week 12**<br><br>11/11 | Brands and Communicating Activism | Hoewe, J., & Hatemi, P. K. (2017). Brand loyalty Is influenced by the activation of political orientations. *Media Psychology*, *20*(3), 428-449.<br><br>Oster, E. (2018). Majority of consumers want brands to take a stand on social and political issues according to a new study. *Ad Week.* *http://www.adweek.com/brand-marketing/majority-of-consumers-want-brands-to-take-a-stand-on-social-and-political-issues-according-to-new-study/*<br><br>Weber Shandwick. (2017). CEO activism in 2017: High noon in the c-suite**.**<br><br>Bae, M. (2018). Overcoming skepticism toward cause-related marketing claims: The role of consumers' attributions and a temporary state of skepticism*. Journal of Consumer Marketing., 35(2), 194-207.* | Application assignment #9 |

| Week 13 11/18 | Ethics and security in marketing | Lyon, D. (2017). Surveillance culture: Engagement, exposure, and ethics in digital modernity. *International Journal of Communication*, 11, 824-842.<br><br>Martin, K., Borah, A., & Palmatier, R. (2017). Data privacy: Effects on Customer and Firm Performance. *Journal of Marketing, 81,* 36-58.<br><br>**For class discussion:**<br>Confessore, N. (2018). The follower factory. *New York Times.* *https://www.nytimes.com/interactive/2018/01/27/technology/social-media-bots.html*?<br><br>Lorenz, T. (2018). Rising Instragram stars are posting fake sponsored content. *The Atlantic.* *https://www.theatlantic.com/technology/archive/2018/12/influencers-are-faking-brand-deals/578401/*<br><br>*Optional:*<br>Movie: The Great Hack. Available on Netflix. | Application assignment #10 |
| Week 14 11/25 | **Final Presentations** | | |
| Week 15 12/2 | **Final Presentations** | | |
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| **FINAL** See schedule of classes | **Final Paper Due** | | |

## Statement on Academic Conduct and Support Systems

**Academic Conduct:**
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. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

**Support Systems:**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

*National Suicide Prevention Lifeline – 1 (800) 273-8255*
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

*Sexual Assault Resource Center*
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

*Bias Assessment Response and Support*
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

*The Office of Disability Services and Programs*
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

*Student Support and Advocacy – (213) 821-4710*
Assists students and families in resolving complex issues adversely affecting their success as a student. EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

*Diversity at USC*
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

*USC Emergency Information*
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*
Provides overall safety to USC community. dps.usc.edu