USCAnnenberg

COMM 553: Marketing Theory and Application
4 Units

Spring 2020 – Mondays – 5:30pm
Section: 21769
Location: ASC 331

Instructor: Dr. Courtney Pade
Office: ASC 321H
Office Hours: Before class
Contact Info: Courtney.Pade@usc.edu

I. 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.

II. Student Learning Outcomes
- 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

III. Course Notes
This course will use Blackboard to distribute information during and after class. It is expected that you check your USC email at least once a day in case there are course announcements. We will be using a course blog which is unlisted and hosted on Wordpress.

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"

IV. Description and Assessment of Assignments

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

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 50%.

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.

V. Grading
a. Breakdown of Grade

Assignment	% of Grade
Application Assignments	30
Midterm Paper	20
Final Paper and Presentation	35
Participation	15
TOTAL	**100%**

b. Grading Scale

93% to 100%: A	80% to 83.99%: B-	67% to 69.99%: D+
90% to 92.99%: A-	77% to 79.99%: C+	63% to 66.99%: D
87% to 89.99%: B+	73% to 76.99%: C	60% to 62.99%: D-
83% to 86.99%: B	70% to 72.99%: C-	0% to 59.99%: F

c. Grading Standards
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.

d. Grading Timeline
All graded work will be returned within 1-2 weeks

VI. Assignment Rubrics
Rubrics will be available on Blackboard, if available

VII. Assignment Submission Policy
A.   All assignments are due on the dates specified. 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
B.   Assignments must be submitted via Blackboard. Papers will also be submitted through Turnitin on Blackboard.

VIII. 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.

> We will cover one Harvard case study during the week on AI. The link will be available through Blackboard for purchase.

> All other readings will be on Blackboard.

IX. Laptop Policy
All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the **Annenberg Digital Lounge** for more information. To connect to USC's Secure Wireless network, please visit USC's **Information Technology Services** website.

X. Add/Drop Dates for Session 001 (15 weeks: 1/13/20 – 5/1/20)
Friday, January 31: Last day to register and add classes for Session 001
Friday, January 31: Last day to drop a class without a mark of "W," except for Monday-only classes, and receive a refund for Session 001
Tuesday, February 4: Last day to drop a Monday-only class without a mark of "W" and receive a refund for Session 001
Friday, February 28: Last day to drop a course without a mark of "W" on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]
Friday, February 28: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]
Friday, April 3: Last day to drop a class with a mark of "W" for Session 001

XI. Course Schedule: A Weekly Breakdown

Important note to students: *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 **Dates: 1/13**	Introduction to the course Overview of issues facing marketing communication professionals	Start reading Kahneman (see Week 2)	
Week 2 **Dates: 1/20**			[**MLK Day:** Monday, January 20]
Week 3 **Dates: 1/27**	Theories of Consumer Decision Making	READ IN ORDER: Kahneman, D. (2011) *Thinking, Fast and Slow*. Chapters 1-5. Barden, P. (2013) *Decoded: The science behind why we buy.* Chapter 1 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 **Dates: 2/3**	Earning loyal customers	*Sharp, B. (2010). How brands grow: What marketers don't know. South Melbourne, Vic: Oxford University Press.* Ch 2, 7, 11 Black, A. (2015). Loyalty exists but not as we knew it. *ADMAP.* 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*	Midterm Topic Due Application assignment #2

		Read for class discussion: 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	
Week 5 **Dates: 2/10**	Role of emotion in marketing communications	Berger, J. (2013). *Contagious: Why things catch on.* New York : Simon & Schuster Chapter 3 Simon, J. (2017). Feel more, click more: The impact of emotion in interactive digital advertising. *ESOMAR Conference papers.* 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. **Read for class discussion:** 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 **Dates: 2/17**			[**President's Day:** Monday, February 17]
Week 7 **Dates: 2/24**	WOM and viral content – creating persuasive communication	Berger, J. (2013). *Contagious: Why things catch on.* New York : Simon & Schuster intro, chapter 1 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	Application assignment #4

| | | Behavior. *Journal of Advertising Research,55*(3), 284-295.

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.

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.*

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. | |
|---|---|---|---|
| **Week 8**
Dates: 3/2 | 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.

Istanbulluoglu, D. (2017). Complaint handling on social media: The impact of multiple response times on consumer satisfaction. *Computers in Human Behavior, 74*, 72-82.

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.

Read for class discussion: | Application assignment #5 |

		Hsu (2019). Volkswagen, with new ads, wants to put its cheating past behind it. New York Times. https://nyti.ms/2JYSYey	
		Mervosh, S. (2019). North face edited Wikipedia's photos. Wikpedia wasn't happy. New York Times. https://nyti.ms/2WxzPpE	
Week 9 **Dates: 3/9**	Artificial 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 NO AA DUE
Spring Break **Dates: 3/16-3/20**	No Classes		
Week 10 **Dates: 3/23**	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	Application assignment #6

		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**	
Week 11 **Dates: 3/30**	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: https://adage.com/article/cmo-strategy/why-experiential-marketing-may-have-reached-its-peak/2186816	Application assignment #7

Week 12 **Dates: 4/6**	Multicultural Marketing Communication	Nielsen (2015). The multicultural edge: Rising super consumers. Johnson, G. & Greir, S. (2011). Targeting without alienating: Multicultural advertising and the subtleties of targeted advertising. *International Journal of Advertising, 30*(2), 233-258. **For class discussion:** 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 13 **Dates: 4/13**	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. 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/*** Weber Shandwick. (2017). CEO activism in 2017: High noon in the c-suite**.** 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 14 Dates: 4/20	Ethics and security in marketing	Lyon, D. (2017). Surveillance culture: Engagement, exposure, and ethics in digital modernity. *International Journal of Communication*, 11, 824-842. Martin, K., Borah, A., & Palmatier, R. (2017). Data privacy: Effects on Customer and Firm Performance. *Journal of Marketing, 81,* 36-58. **For class discussion:** Confessore, N. (2018). The follower factory. *New York Times.* *https://www.nytimes.com/interactive/2018/01/27/technology/social-media-bots.html?* 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/* *Optional:* Movie: The Great Hack. Available on Netlix.	Application assignment #10 **Final presentations** second half of class
Week 15 Dates: 4/27			**Final Presentations**
FINAL EXAM PERIOD Dates: 5/6-5/13			**Final Paper Due**

XII. Policies and Procedures
Additional Policies

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%.

Missing a presentation day: At the end of the semester multiple days are devoted to student presentations. Given there is not a possible make-up paper for missing a presentation day, you

will automatically lose 10% on your participation grade. This is because during presentations questions from the audience are especially important, as is active engagement with the speaker.

Communication
Please email me if you would like to set up a time outside of class to meet. If I haven't responded in 24 hours please email again. It is rare, but sometimes emails do get lost.

Statement on Academic Conduct and Support Systems
a. Academic Conduct
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. 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, policy.usc.edu/scientific-misconduct.

b. Support Systems
Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

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

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct,

intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscsa.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

Annenberg Student Success Fund
https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards
The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]
https://undergrad.usc.edu/faculty/bread/
The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal

classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally "breaking bread" over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.