Advertising and Social Media: Strategy and Analytics
MKT 526 Syllabus 3.0 Units: Fall 2020

Instructor: Gerard J. Tellis, Neely Chaired Professor of American Enterprise,
Director of the Center for Global Innovation, Director of iORB

Address: Email: tellis@usc.edu   Electronic Board: Blackboard (BB)
Website: *http://www.gtellis.net*

Class Hrs: Meets twice a week for one hour 20 mins each time
TA:
Office Hrs: By appointment
Required Materials: *Readings for MKT 526 Tellis* (**BB**),
Effective Advertising and Social Media, by Gerard J. Tellis (**Txt**), 2019, 2nd ed.
Kendall-Hunt, University Bookstore.

Course Description

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. Understanding the theory and practice of advertising and social media are key to winning in this environment. This course will provide students with new theories, tools, media, and models to compete strategically in this rapidly changing environment.

Learning Objectives

Upon successful completion of this course, students will be able to:

A. Describe the effects of advertising and social media on the behavior of individuals, and on the local, national and global economy as a whole.
B. Critique existing ad campaigns and create alternative ads based on communication theory and market research.
C. Explain various measures, designs, and tests of advertising and apply the tests to the ads that students create.
D. Determine how to choose appropriate media and program schedules, and evaluate these schedules.
E. Evaluate the profitability of advertising and develop budgets for the same.

_____

Course Notes

1.1.1. Teaching method

The course uses several teaching methods including case discussions, lectures, exercises, and group projects. 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.

1.1.2. Class Participation

This is an online course taught via Zoom. To facilitate optimal class participation, students must join by video and audio and devote 100% of their attention to the class proceedings. Students are responsible for being on time with their registered names visible in Zoom. They must inform the instructor *in advance* if they are going to be late or absent. The instructor will record the class proceedings. 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. The instructor will try to establish an atmosphere of friendly, lively debate. However, he reserves the right to 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. The grade for participation depends on the following components:

- Attention to class proceedings.
- Insightful comments and answers.
- Probing questions.
- Supporting a learning environment.
- Sharing updates for the benefit of other participants.

1.1.3. 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 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 five to six 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.

1.1.4. Exercises

Students have to prepare *individually* and submit to the teaching assistant, eight to ten simple exercises by 11:30 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.

1.1.5. 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 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 seven in all. 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) 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.

Grading Policy

1.1.6. Final Exam

The final exam will be a partially open book test. 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.

1.1.7. Consultations

While common difficulties with the material or course should preferably be raised 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.

1.1.8. 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.

Every individual *must carry his or her fair share* of the group burden and contribute creatively and fully to group work. In general, group grades will apply to individuals except for negative feedback from members of the group. 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 work hard on the project and impress their colleagues in the group.

The final grade is based on the instructor's judgment of a student's performance, guided by the weighted mean of the grades on course components, as follows:

Exercises	20 %	Critique	10 %
Class Participation	19 %	Proposal for Primary Research	10 %
Final Exam	21 %	Demand Analysis & Proposed Test	10 %
		Final: Creatives & Test	10 %

_____

Class participation involves answering questions posed by the instructor, contributing with original analyses and insights in class discussion, asking insightful questions, and bringing to class discussion important developments in advertising and social media. 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 proper names in Zoom and turning on video.

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). 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.

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 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 textbook or slides in partially open 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.

Support Systems

Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.

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 suicidepreventionlifeline.org
Provides 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, or 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
Report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

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, or 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.

Office of Disability Services and Programs - (213) 740-0776 dps.usc.edu, ability@usc.edu.
USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. 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. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (dsp.usc.edu) 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 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.

_____

MKT 526 Schedule: Fall 2020 Rev August 10, 2020

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