Advertising Campaigns and Social Media:
Strategy & Analytics
MKT 499 Syllabus 4.0 Units: Fall 2021

Instructor: Gerard J. Tellis, Neely Chaired Professor of American Enterprise
Director of the Center for Outlier Research in Business (iORB)
Director of Center for Global Innovation

Address: Office: 614 Hoffman Hall   School Office: 213-740-5031
Email: tellis@usc.edu   Electronic Board: Blackboard (BB)
Website: *http://www.gtellis.net*
Class Hrs.:   Meets twice a week for one hour 50 mins each time.

Grader: Sharron He
Office Hrs: By appointment
It Help: email Helpdesk on USC Marshall Outlook
Required Materials: *Readings for MKT TBD* on Blackboard (**BB**),
Effective Advertising and Social Media, by Gerard J. Tellis (**Txt**), 2019, 2nd ed.
Kendall-Hunt, University Bookstore.

Course Description

Firms face the challenging task of marketing their offer in a dynamic, highly competitive environment. Market 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 analytics of reaching prospects through traditional and social media are key to winning in this environment. This course will provide students with new theories and analytics to compete in this rapidly changing environment. **The term analytics comprises five components: i) problem, ii) data, iii) method, iv) program (e.g., Excel), v) conclusion or inferences**.

Learning Objectives

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

A. Describe how ad campaigns and social media affect market evolution
B. Critique existing campaigns and create alternatives based on theory and analytics.
C. Apply and draw inferences about eight unique campaign analytics: cannibalization, market dynamics, elasticity, experimentation, mapping, media, scheduling, allocation
D. Use analytics to choose appropriate media, programs, schedules
E. Use analytics for reach and frequency of above
F. Use analytics for profitability and resources allocation

Pre-Requisites: None

Technological Proficiency: Knowledge of Excel or equivalent program would be very helpful but not required

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 live course taught in persons. To facilitate optimal class participation, students must devote 100% of their attention to the class proceedings. Students are responsible for being on time with their registered names (tents) clearly visible. 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 speaking 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 strongly advised.

_____

The instructor will grade an individual's contribution to group work based on his or her reported contribution and informed by feedback from group members. So, individuals should choose members whom they trust and with whom they can get along. Groups may contain 4 to 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 (see attached).

1.1.4. Exercises

Students must 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 Project Reports

Students should submit their reports by uploading to Blackboard or by email. All reports must be completely free of plagiarism. Submissions must be, a) in 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 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 Campaign

Each group must carry out a creative project that applies and expands the learning from the course. The goal of the project is to _design a 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 campaign for critique (no grade). Choose ads that stand out for excellence, errors, or scale.
(1) Critique of print or video 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 concepts and their test vs original
(4) Development and test of campaigns and recommendations

_____

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 a 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	15 %	Proposal for Primary Research	10 %
Final Exam	25 %	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⁺ (3.3). 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 names tents in class, proper names in Zoom, and turning on video.

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, policy.usc.edu/scientific-misconduct.

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 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.

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 Campus Support and Intervention - (213) 821-4710

campussupport.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.

_____

MKT 499 Schedule: Fall 2021 Rev July 21, 2021

Ss	Dt.	Topic	Reading/**Case**		**Exercises**
			Part I: Introduction		
1	8/24	Importance of Campaigns & Social Media in Markets	Txt Chap 1		
2	8/26	Fundamentals of Campaign Competition			**Exer 1 in Cannibalization Analytics**, due by 8/27/21,
3	8/31	Social Media & Global Branding	**Dove - Evolution of a Brand** (BB) **Dove Real Beauty**		
			Part II: Crafting the Message		
4	**9/2**	Grabbing Prospects in	Txt Chap 6		*Project 0: Topics due*
5	9/7	Routes for Convincing Prospects	Txt Chap 7		
6	**9/9**	Passive Processing	**Absolut Success** (BB)		**Exer 2 in Market Dynamics 1** (BB)
7	9/14	Using Argument in	Txt Chap 10		
8	9/16	Using Emotion in	Txt Chap 8		
9	**9/21**	Social Media & Enduring Brands	**Corvette: Making of an Icon** (BB)		**Exer 3 in Market Dynamics *2*** (BB)
10	9/23	Using Endorsers in	Txt Chap 9		
11	9/28	Using Humor through Social	**Old Spice** (BB)		
12	**9/30**	**Campaign Critique**	Txt Chap 3, 4; Short is Sweet (BB)		*Project 1: Critique due by 11:59 PM*
			Part III: Effectiveness Analytics		
13	**10/5**	Testing Introduction	Txt Chap 11		**Exer 4 in Elasticity** (BB); due by 11:59 PM on 10/5
14	**10/7**	Testing Analytics	Txt Chap 12		**Exer 5 in Experiments** (BB) Due by 11:59 PM on 10/8
15	10/1 2	Experiment vs Field Test	**StainZapper (A)** (BB)		
16	**10/1 9**	Mapping Analytics			**Exer 6 in Brand/Seg Mapping** (BB)
			Part IV: Media Analytics		
17	**10/2 1**	Social Media Revolution	Txt Chap 2, 13		*Project 2: Demand Survey Proposal due by 11:59 PM on*
18	10/2 6	Traditional vs Social Media Analytics	**Clinton vs Trump (BB)**		**Exer 7 in Battle of the Media** due by 1:30 PM on 10/26
19	**10/2 8**	Media Analytics	Txt Chap 14		**Exer 8 in Media Analytics**(BB) due by 11:59 PM on 10/29
20	11/2	Program Analytics	Txt Chap 14		
21	**11/4**	Schedule Analytics	Text Chap 15**;**		
22	**11/9**	Implementation Analytics	Guest speaker: TBD,		*Project 3: Demand Analysis & Proposed Test by 11:59 PM on*
22	**11/1 1**	Reach and Frequency Analytics	Consultant. Chap 13		
25	**11/1 6**	Budget Allocation Analytics	**StainZapper (B*)*** (BB); Txt Chap 15		**Exercise 10 in $ Allocation** (BB)

_____

26	11/1	Keyword Analytics	Guest Speaker: Viren Tellis:		
		Part V: Integrated Planning			
27	11/2	Truth in Contacting	Txt Chap 5		
28	11/3	Display Analytics	Guest Speaker: **TBD**		
29	12/2	**Final Presentations**	**Presentations in Class**		***Project 4: Final Report by***
30	**12/9**	MKT 499:2-4 PM	**Final Exam**		