



COMM 553: Marketing Theory and Application
4 Units

Fall 2021 – Wednesdays – 3pm

Section: 21775

Location: Hybrid

Instructor: Dr. Courtney Pade

Office: ASC 321H

Office Hours: By Appt

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
- Identify the benefits of relevant, authentic communications and marketing to multicultural and inter-generational audiences.
- Develop the ability to synthesize research in a productive way
- Understand the broad landscape of the marketing communication field
- Create a dialogue with marketing communication practitioners through interviews
- Apply key ideas from academic work to specific current examples within marketing communication
- Discuss the significance of ethics and corporate social responsibility when communicating with diverse or multicultural audiences.
- 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.

The fall 2021 course is designated as hybrid, meaning students will be both in the classroom and in our live zoom room. It is expected that you attend class live in one of these modalities and you remain in your chosen modality for the semester. A subset of classes have been designated as zoom/online only so that all students will be in the zoom room. Please follow USC's current health and safety policies to determine if you are able to come to class live and what protocols should be taken inside the physical classroom.

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.

Missing class: While it is expected that students will make every effort to attend every classes, it is recognized that personal circumstances will arise which preclude class attendance. In such circumstances, the student is responsible for obtaining the materials presented in missed classes and for making up coursework. Also, 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 free/comment-only weeks). 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.

Zoom Policies: Turn on your video when possible, especially during breakout room discussions. It is helpful to be able to see each other, just as in an in-person class. However, I recognize that if you have limited internet bandwidth or no webcam, it may not be possible. If you are unable to find an environment without a lot of visual distractions, it is ok to turn off your video occasionally.

- Regarding Audio: Mute your microphone when you are not talking. This helps eliminate background noise. Use a headset when possible. This will improve audio quality. If you are not able to find a quiet, distraction free spot where you can use your microphone, use the chat window for questions and comments relevant 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

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|-------------------|-------------------|-------------------|
| 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

| | Topics/Daily Activities | Readings and Homework | Deliverable/ Due Dates |
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| Week 1 8/25 | Introduction to the course Marketing in 2021 | Start reading Kahneman (see Week 2) | |
| Week 2 9/1 | Theories of Consumer Decision Making | <p>READ IN ORDER:</p> <p>Kahneman, D. (2011) <i>Thinking, Fast and Slow</i>. Chapters 1-5.</p> <p>Barden, P. (2013) <i>Decoded: The science behind why we buy</i>. Chapter 1</p> <p>White, K., Lin, L., Dahl, D., & Ritchie, R. (2016). When do consumers avoid imperfections? Superficial packaging damage as a contamination clue. <i>Journal of Marketing Research</i>, 53(1), 110-123.</p> | Application assignment #1 |
| Week 3 9/8 | Earning loyal customers | <p>Sharp, B. (2010). <i>How brands grow: What marketers don't know</i>. South Melbourne, Vic: Oxford University Press. Ch 2, 7, 11</p> <p>Kodali, S. & Collins, E. (April, 2020). The state of retail loyalty in 2020. <i>Forrester</i>.</p> <p>Gallo, A. (2014). How valuable are your customers? <i>Harvard Business Review</i>. https://hbr.org/2014/07/how-valuable-are-your-customers</p> <p>Read for class discussion:</p> <p>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</p> | Midterm Topic Due Application assignment #2 |
| Week 4 9/15 | Role of emotion in marketing communications ONLINE CLASS | <p>Berger, J. (2013). <i>Contagious: Why things catch on</i>. New York : Simon & Schuster, Chapter 3</p> <p>Simon, J. (2017). Feel more, click more: The impact of emotion in interactive digital advertising. <i>ESOMAR Conference papers</i>.</p> <p>Kang, J. A., Hong, S., & Hubbard, G. T. (2020). The role of storytelling in advertising: Consumer emotion, narrative engagement</p> | Application assignment #3 |

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| | | <p>level, and word-of-mouth intention. <i>Journal of Consumer Behavior</i>, 19, 47-56.</p> <p>McDuff, D., & Berger, J. (2020). Why do some advertisements get shared more than others? Quantifying facial expressions To gain new insights. <i>Journal of Advertising Research</i>.</p> <p>Read for class discussion:</p> <p>Weiner, J. (2020). Is the viral non-ad ad the future of advertising. <i>New York Times</i>. https://www.nytimes.com/2020/01/08/magazine/is-the-viral-non-ad-ad-the-future-of-advertising.html</p> | |
| Week 5 9/22 | WOM and viral content – creating persuasive communication | <p>Berger, J. (2013). <i>Contagious: Why things catch on</i>. New York : Simon & Schuster intro, chapter 1</p> <p>Kim, T., Kim, H., & Kim, Y. (2019). How do brands' Facebook posts induce consumers' e-Word-of-mouth behaviors? <i>Journal of Advertising Research</i>.</p> <p>Djafarova, E., & Rushworth, C. (2017). Exploring the credibility of online celebrities' Instagram profiles in influencing the purchase decisions of young female users. <i>Computers in Human Behavior</i>, 68.</p> <p>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.</p> | Application assignment #4 |
| Week 6 9/29 | Social Media and Brands in Crisis | <p>Pfeffer, J., Zorbach, T., & Carley, K. (2014). Understanding online firestorms: Negative word-of-mouth dynamics in social media networks. <i>Journal of Marketing Communications</i>, 20(1-2), 117–128.</p> <p>Herhausen, D., Ludwig, S., Grewal, D., Wulf, J., & Schoegel, M. (2019). Detecting, preventing, and mitigating online firestorms in</p> | Application Assignment #5 |

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| | | <p>brand communities. <i>Journal of Marketing</i>, 83(3).</p> <p>Read for class discussion: Chen, T. (2021). A TikTok called out the VP of a “women-led” boutique for accidentally sending her an email where he called her “not that cute.” <i>Buzzfeed News</i>.</p> <p>https://www.buzzfeednews.com/article/tanyachen/tiktok-boutique-not-that-cute</p> | |
| <p>Week 7 10/6</p> | <p>Artificial Intelligence and Marketing</p> | <p>Brundage, M. et al (2018). The Malicious Use of Artificial Intelligence: Forecasting, Prevention, and Mitigation. <i>Electric Frontier Foundation</i>. Read Pp. 1-27</p> <p>Elgammal, A. (May, 2020). The robot artists aren’t coming. <i>New York Times</i>. https://www.nytimes.com/2020/05/27/opinion/artificial-intelligence-art.html</p> <p>Hill, K. & White, J. (November, 2020). Designed to deceive: Do these people look real to you? <i>New York Times</i>. https://www.nytimes.com/interactive/2020/11/21/science/artificial-intelligence-fake-people-faces.html?referringSource=articleShare</p> <p>Metz, C. (2021). Who is making sure the AI machines aren’t racist? <i>New York Times</i>. https://www.nytimes.com/2021/03/15/technology/artificial-intelligence-google-bias.html</p> | <p>Midterm Due NO AA DUE</p> |
| <p>Week 8 10/13</p> | <p>Mobile Moments ONLINE CLASS</p> | <p>Cheung, M., & To, W. (2017). The influence of the propensity to trust on mobile users’ attitudes toward in-app advertisements: An extension of the theory of planned behavior. <i>Computers in Human Behavior</i>, 76, 102–111.</p> | <p>Application assignment #6</p> |

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| | | <p>Southgate, D. (2017). The emergence of Generation Z and its impact in advertising: Long-term implications for media planning and creative development. <i>Journal of Advertising Research</i>, 57(2), 227-235.</p> <p>Smith, K. (2019). Mobile advertising to Digital Natives: preferences on content, style, personalization, and functionality. <i>Journal of Strategic Marketing</i>, 27(1), 67–80.</p> <p>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</p> | |
| Week 9 10/20 | Communicating through Experiential Marketing, Augmented and Virtual Reality | <p>Scholz, J., & Smith, A. (2016). Augmented reality: Designing immersive experiences that maximize consumer engagement. <i>Business Horizons</i>, 59(2), 149–161.</p> <p>Shobeiri, S., Mazaheri, E., & Laroche, M. (2018). Creating the right customer experience online: The influence of culture. <i>Journal Of Marketing Communications</i>, 24(3), 270-290.</p> <p>Warren, C. (2020). How experiential marketing is evolving. <i>ANA Magazine</i>.</p> | Application assignment #7 |
| Week 10 10/27 | Multicultural Marketing, Diversity, and Inclusion ONLINE CLASS | <p>Nielsen (2015). The multicultural edge: Rising super consumers.</p> <p>Johnson, G. & Greir, S. (2011). Targeting without alienating: Multicultural advertising and the subtleties of targeted advertising. <i>International Journal of Advertising</i>, 30(2), 233-258.</p> <p>For class discussion: Maheshwari, S. (2017). Different ads, different ethnicity, same car. <i>New York Times</i>. https://www.nytimes.com/interactive/2017/10/12/business/media/toyota-camry-ads-different-ethnicities.html</p> | Application assignment #8 |

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| <p>Week 11 11/3</p> | <p>Brands and Communicating Activism</p> | <p>Hoewe, J., & Hatemi, P. K. (2017). Brand loyalty Is influenced by the activation of political orientations. <i>Media Psychology</i>, 20(3), 428-449.</p> <p>Oster, E. (2018). Majority of consumers want brands to take a stand on social and political issues according to a new study. <i>Ad Week</i>. http://www.adweek.com/brand-marketing/majority-of-consumers-want-brands-to-take-a-stand-on-social-and-political-issues-according-to-new-study/</p> <p>Weber Shandwick. (2019). CEO ACTIVISM: Inside Comms and Marketing. https://www.webershandwick.com/wp-content/uploads/2019/01/CEO-Activism-Inside-Comms-and-Marketing.pdf</p> <p>Bae, M. (2018). Overcoming skepticism toward cause-related marketing claims: The role of consumers' attributions and a temporary state of skepticism. <i>Journal of Consumer Marketing</i>, 35(2), 194-207.</p> | <p>Application assignment #9</p> |
| <p>Week 12 11/10</p> | <p>Ethics and security in marketing</p> | <p>Lyon, D. (2017). Surveillance culture: Engagement, exposure, and ethics in digital modernity. <i>International Journal of Communication</i>, 11, 824-842.</p> <p>Martin, K., Borah, A., & Palmatier, R. (2017). Data privacy: Effects on Customer and Firm Performance. <i>Journal of Marketing</i>, 81, 36-58.</p> <p>For class discussion: Janier, J. (2019). Jaron Lanier fixes the internet. <i>New York Times</i>. <i>Watch an episode or more (5 minutes each):</i> https://www.nytimes.com/interactive/2019/09/23/opinion/data-privacy-jaron-lanier.html?searchResultPosition=1</p> <p>Optional: Movie: The Great Hack (2019). Available on Netflix.</p> | <p>Application assignment #10</p> |

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|--------------------------|--------------|----------------------------|------------------------|
| Week 13 11/17 | ONLINE CLASS | FINAL PRESENTATIONS | |
| Week 14 11/24 | | THANKSGIVING BREAK | |
| Week 15 12/1 | ONLINE CLASS | FINAL PRESENTATIONS | |
| FINAL EXAM PERIOD | | | Final Paper Due |

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. 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.

XII. Policies and Procedures

Additional Policies

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/additional-funding-resources>

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.