

Ad Campaigns and Social Media: Analytics & Strategy MKT Syllabus 4.0 Units: Fall 2023

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 Hours: Meets twice a week for one hour and 50 mins each time.
Grader: Kimberly Ackerman
Grader Email: ka13628@usc.edu
Office Hours: By appointment
Class Meets: Tuesday, Thursday (2 – 3:50 PM); Room: JFF 414
IT Help: email Helpdesk at 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, Kendall Hunt, or
Amazon.

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 plays a critical role today. Understanding the theory and analytics of reaching prospects through traditional and social media is 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), and v) conclusions 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 ten unique campaign analytics: cannibalization, market dynamics, elasticity, experimentation, mapping, media, scheduling, and allocation.
- D. Use analytics to choose appropriate media, programs, and schedules.
- E. Use analytics for reach and frequency of the above.
- F. Use analytics for profitability and resource allocation.

Pre-Requisites: None

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

Course Notes

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.

Class Participation

This is a live course taught in person. 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 discussions 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.

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 acknowledgment from properly completed by all group members (on Blackboard).

Exercises

Students must prepare **individually** and submit to the teaching assistant at least eight of 11 exercises by the due date and time on the syllabus. The exercises help students better appreciate the concept and tools for the assigned topic. Most exercises use Excel though a few are manual. It is essential to show genuine independent effort to solve these exercises. The grader will grade these exercises and comments to explain the grading. We will count the eight best exercises of each student.

Format for Project Reports

Students should submit their reports by uploading them to Blackboard or by email. All reports must be completely free of plagiarism. Submissions must be a) in a Microsoft Word file, b) *under 5 MB in size*, and c) free of viruses. All reports on the project (hard copy or electronic) are due on the scheduled date by the time stated in the schedule. 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, maximum of 10. 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 the 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 for the above-advertised product, using about 40 consumers via a survey (questionnaire)
- (3) Demand analysis of collected data plus proposal of two new concepts and their test vs. original.
- (4) Development and test of at least 3 new ads plus original 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

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.

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. A timely and frank discussion with the instructor ensures quick resolution with minimal costs.

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 in discussions and reports rather than influence grades through 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	10 %	Critique	10 %
Class Participation	20 %	Proposal for Primary Research	10 %
Final Exam	30 %	Demand Analysis & Proposed Test	10 %
		Final: 3+ 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 of 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 A-B+ (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 names tents in class, using proper names in Zoom, and turning on video.

Code of Ethics and AI Policy

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.

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 an 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.

AI Policies (AI usage encouraged)

I expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.
- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

to ensure the quality, integrity, and authenticity of student work, we must set specific guidelines on how AI, especially language models such as GPT-3 or similar, can be used in the context of writing assignments, essays, and reports.

Here are the specific policies:

1. Ideation:

Students are permitted to use AI tools for brainstorming or ideation - generating ideas or concepts for their assignments. For example, you might use a tool like GPT-3 to help generate ideas for your marketing campaign or to explore different approaches to data analysis.

2. Writing Assistance:

Although AI can be used for ideation, the actual text submitted for assignments should be composed by the students themselves. Using AI to generate full paragraphs, sections, or entire essays is not permitted. For example, you may not input a prompt into GPT-3 and submit the output it generates as your own work.

3. Referencing and Citations:

It is essential to note that AI tools such as GPT-3 are not reliable for generating references or in-text citations. There have been numerous cases of AI-generated references that are non-existent or inaccurate. Therefore, students are expected to research and create their own references and in-text citations based on the actual resources they have used. In addition, if AI tools are used in any way during the process of completing an assignment, this must be clearly acknowledged and referenced.

4. Plagiarism and Authenticity:

Submitting AI-generated text as your own work will be considered plagiarism. The same academic honesty policies that apply to copying text from books, articles, or websites also apply to copying text from AI. We want to foster originality and creativity in your work.

5. Verification:

We will use AI-detection tools to analyze all submitted work for AI-generated content. Any detected AI-generated content that is not appropriately acknowledged and referenced will breach this policy.

6. Learning:

The goal of this policy is not to restrict your use of advanced technology but rather to ensure that the primary source of the work is the student - not an AI. This course aims to develop your critical thinking skills and creativity in marketing analytics and strategy. You can only achieve this through engaging personally with the material.

Your understanding and adherence to this policy contribute to the maintenance of academic integrity in this course.

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment or what information requires citation and/or attribution.

- Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.
- Group work. Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.
- Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

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, seven 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.

OPEN EXPRESSION AND RESPECT FOR ALL

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/open-expression-statement)" (<https://www.marshall.usc.edu/open-expression-statement>).

MKT 428 Schedule: Fall 2023

Ss.	Dt.	Topic	Reading/Case	Exercises (Exer)/Submissions
Part I: Introduction				
1	8/22	Role of Ad Campaigns & Social Media in Markets	Txt Chap 1	
2	8/24	Fundamentals of Campaign Strategy		Exer 1 in Cannibalization Analytics, due by 8/26 at 11:59 PM
3	8/29	Social Media & Global Branding	Dove - Evolution of a Brand (BB) Dove Real Beauty Sketches (BB)	
Part II: Crafting the Message				
4	8/31	Grabbing Attention	Txt Chap 6	Project 0: Topics due
5	9/5	Persuasion in Campaigns	Txt Chap 7	
6	9/7	Passive Processing in Campaigns	Absolut Success (BB)	Exer 2 in Market Dynamics 1 (BB) due by 1 PM on 9/8
7	9/12	Argument in Campaigns	Txt Chap 10	
8	9/14	Emotion in Campaigns	Txt Chap 8	
9	9/19	Social Media & Enduring Brands	Corvette: Making of an Icon (BB)	Exer 3 in Market Dynamics 2 (BB) due by 1 PM on 9/20
10	9/21	Endorsers in Campaigns	Txt Chap 9	
11	9/26	Humor through Social Media	Old Spice (BB)	
12	9/28	Campaign Critique	Txt Chap 3, 4; Short is Sweet (BB) Presentations in class	Project 1: Critique due by 11:59 PM on 9/29
Part III: Effectiveness Analytics				
13	10/3	Testing Fundamentals	Txt Chap 11	
14	10/5	Testing Analytics	Txt Chap 12	Exer 4 in Elasticity (BB); due by 11:59 PM on 10/7
15	10/10	Experiment vs. Field Test	StainZapper (A) (BB)	Exer 5 in Experiments (BB) due by 1 PM on 10/11
16	10/17	Mapping Analytics		Exer 6 in Brand/Seg Mapping (BB) due by 11:59 PM on 10/19
Part IV: Media Analytics				
17	10/19	Social Media Revolution	Txt Chap 2, 13	Project 2: Demand Survey Proposal due by 11:59 PM on 10/20
18	10/24	Traditional vs. Social Media Analytics	Clinton vs. Trump (BB)	Exer 7 in Battle of the Media due by 1 PM on 10/25
19	10/26	Media & Program Analytics	Txt Chap 14	Exer 8a in Media Analytics (BB) due by 11:59 PM on 10/28
20	10/31	Program Analytics	Txt Chap 14	Exer 8b in Media Analytics (BB) due by 11:59 PM on 11/2

21	11/2	Schedule Analytics	Text Chap 15;		Exer 9 in Schedule Analytics (BB) (due before Final Exam)
22	11/7		Guest Speaker (TBD)		Project 3: Demand Analysis & Proposed Test by 11:59 PM
22	11/9	Budget Allocation	Chap 13		
25	11/14	Budget Analytics	StainZapper (B) (BB); Txt Chap 15		Exercise 10 in \$ Budgeting (BB) due by 1 pm on 11/15
26	11/16	Keyword & Display Analytics			
Part V: Integrated Planning					
27	11/21		Guest Speaker (TBD)		
28	11/28	Truth in Advertising	Txt Chap 5		
29	11/30	Final Presentations	Presentations in Class		Project 4: Final Report by 11:59 PM on 12/1
30	12/7	2:00-4:30 p.m.	2.5 hr Final Exam		