Contemporary Advertising and Integrated Marketing Communications
MKTG 330 ● Advertising ● Tues 5:30-8:15 pm ● BCTR 214
https://connect.mheducation.com/class/m-mardelli-spring-2018-tu-530-800pm

“Creative without strategy is called art, creative with strategy is called advertising.”

(Prof. Jef I. Richards)

"Marketing is no longer about the stuff that you make, but about the stories you tell."

MANY A SMALL THING HAS BEEN MADE LARGE BY THE RIGHT KIND OF ADVERTISING.

Mark Twain

Course Objectives:

➢ Make sure, that as a College of Charleston Marketing student, you understand the role of advertising and IMC on a global, national, regional and local level.

➢ Be prepared to seek your place in the business world and make significant contributions to the marketing profession in a creative, innovative and ethical manner.

➢ Gain an understanding of how advertising campaigns are created and executed and how the advertising industry and agencies operate.

➢ Build marketing application skills by exploring how the role of IMC has changed and how brands succeed in a competitive environment.

➢ Gain team building, writing, and presentation skills through team projects and working with local businesses and organizations.

➢ Develop an understanding of IMC components and how they work together to build a strong and recognizable brand.
Course Prerequisites:

Successful completion of MKTG 302 (Marketing Concepts), ECON 200 (Principles of Microeconomics), and ECON 201 (Principles of Macroeconomics), and be of junior or senior standing. If you have questions about your eligibility, please see an academic advisor.

Text:


Recommended:

1) From C of C/Barnes & Noble Bookstore—Purchase the on-the-shelf package (#9781259896620) of Contemporary Advertising loose-leaf text and Connect Plus access code.

Through Connect/Learn Smart, you will have access to tutorials, videos, Power Points, quizzes, and more. These tools are to help you better understand the materials, customizing them to the ways that you learn best. It’s up to you to use them.

School of Business Learning Goals:

Communication Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills.

Global and Civic Responsibility: Students will identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge & skills in addressing these issues.

Intellectual Innovation and Creativity: Students will demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis: Students will integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

In this course, students will work on assignments individually, as well as in groups; will present projects written and oral; will demonstrate knowledge through discussions, quizzes, and written assignments; will demonstrate technological skills by creating a Power Point presentation; will research & utilize online resources and will interact with professional advertisers and guest speakers in class.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, supplemental instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Honor Code:

All students are to abide by the College of Charleston Honor Code as specified in the C of C Student Handbook.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to
the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignments is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Student Responsibilities:**

For a summary of relevant school policies, see: http://catalogs.cofc.edu/professionalstudies/students-responsibilities-and-rights.htm

**Attendance:** Each class is weighted with a certain number of points. If you attend class, you will receive half credit. If you attend class and participate, you will receive full credit. If you have an excused absence, you will receive half credit. If you do not attend class or are considerably late, you will receive no credit. I will never force attendance so you make the decision if you want to miss a class.

**Course activities and daily processes:** When assigned, read chapters prior to attending class and complete chapter quizzes. Hand in all written assignments and projects on the due date.

**Late Work:** All assignments are to be handed in during class on the date it is due. IT IS REQUIRED TO BRING A HARD COPY TO CLASS. If you email me the assignment after class, it will still count as 1 day late. Late assignments will be accepted, but **grade will fall by 20 points or each day it is overdue.** If you have an excused absence email me the paper before the class is due.

**Unforeseeable Circumstances:** Due to unpredictable circumstances, there may be a day when I am unable to attend class. During such a rare case, check your C of C e-mail by noon the day of class. Assume that there will be a substitute or guest lecturer unless I inform you differently by e-mail. If delayed, I will try to get word to the office or one of your classmates but please wait an appropriate amount of time in case of delays.

**Disability:** Students with disabilities that require special accommodation should contact the Center for Disability Services, and also inform me of your needs, within the first two weeks of the semester.

**SNAP:** Please send me these letters as soon as possible.

**Religion:** Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester. Assignments need to be completed by the due date.

**Classroom Professionalism and Civility:** Think about this class as a job interview—Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? If you use a laptop, iPad or similar device for taking notes, it is expected that you will be typing notes.
**Teams:** This class will require consistent team work. Each team member has the responsibility to make the team successful. If you are having issues with team members try first to resolve this as a team. If the problem persists, please see me.

**Cell Phones:** **Cell phones must be turned off at the start of class.** During our breaks you can turn them back on, but they should NEVER be on or used during lectures, guest speakers or group work.

**Laptops:** I prefer that students do not use laptops to take notes. Students that use laptops tend to participate less thus negatively affecting their class participation grades. If you bring a laptop make sure you are still engaged and an active participant in the class discussion.

**Email:** Because I am not on campus on a daily basis I rely heavily on email. Please check your CofC email frequently and I will do the same. Not checking your email is not a valid excuse if you miss crucial class information. PLEASE make it a point to check your email daily.

**Office Hours:** By appointment or Tuesday after class 8p-8:30p

**Summary of Expectations:**

- Arrive on time.
- Be prepared, attentive and participate!! Come to class ready to talk about advertising!!
- Attend every class unless you have spoken with me about unique circumstances.
- You will be treated as an adult and as a marketing/advertising professional.
- Be knowledgeable, inquisitive and interact respectfully with classmates, guests, and me.
- Take each assignment seriously using what you have learned in class and your own research to skillfully complete the assignments. Effort matters!!
- HAVE FUN!!

**About Your Instructor:**

**Melissa Mardelli** has over 15 years of media and marketing experience. She started her career in the media department of Devito Verdi, a small, creative advertising agency in New York City. After getting her feet wet in this field as a media buyer she then moved to Hill Holliday, a larger full service agency in Manhattan under the umbrella of Interpublic Group-a world leader in modern marketing solutions. During her years at Hill Holliday she was a senior media buyer and media strategist for clients such as Dunkin Donuts, TJ Maxx/Marshalls/Homegoods, Chili’s, CVS, Liberty Mutual and many other national brands. As a media buyer Melissa worked with media outlets across the country including radio, TV and cable.

After 6 years in New York City, Melissa earned a Masters in Marketing from University College Dublin in Ireland where she lived and worked for 5 years. After graduation Melissa was hired as an account manager for an Irish company that handled the sales, marketing, branding and digital responsibilities for 27 local radio stations. While at this company she worked in both the sponsorship and sales division and won both national and global awards for campaigns she executed.

She is currently in the sales and marketing department at ABC News 4 in Charleston where she works with large national brands as well as smaller local business owners to come up with marketing solutions to branding challenges. As a Sinclair Broadcast Group station, Melissa is responsible for selling the assets to their in-house digital agency Compulse. This is her fourth semester as an adjunct professor at the College of Charleston.
Graded Components:

Advertising Audit #1: 20%

Advertising messages and branding is literally all around you! Yankelovich, a market research firm, estimates that a person living in a city can see up to 5,000 advertising message per day. As a marketer you must become aware of all these messages and become critical consumers. In your advertising audit I would like you to keep a journal for 90 minutes. Document each advertising message you received during this time block. If you log into Facebook and see a sponsored post document what you saw. If you are in the car and heard a radio or Pandora ad make sure you take notes. If you go on a jog and see an ad on your running app or run by billboard please include this in your journal. If you see a logo on your friend’s tee-shirt or beach umbrella include this as well. These messages are literally everywhere so be active during these hours and be attentive! The more you do the more you will see.

Once your 90-minute time block is up you should have detailed notes on what messages you observed. You will be asked to turn in this journal so make sure it is legible, but you do not need to type it. **Pick 3 examples in your journal that you want to focus on for the audit.** For each example assess the effectiveness of the advertising message you saw. What was the thought process that the marketers used to engage their audience? Did anything surprise, disappoint or impress you? Would you have done anything differently? I want to see how you interpret these messages and hear your critiques. Use what we have discussed in class and what you have read in your textbook to assess these messages.

On January 23rd class will end at 6:30pm and you are expected to use the remainder of this class time to complete your journal. This assignment should be a minimum of 3 written pages (not including your journal or images). This should be single spaced and will count as 20% of your overall grade. The assignment is not complete if the journal is not handed in and 20 points will be deducted from your final grade. If you use research, please cite the work.

Ethical Advertising Debate: 10%

Ethics in advertising is becoming a hot topic for advertisers, agencies and consumers especially in regards to children and teenagers. The over-abundance of advertising messages in our society has made IMC intrusive and sometimes unavoidable. Despite the huge number of regulatory bureaus and organizations, commercials and ads are constantly being produced that cause controversy. After our discussion on ethics I will hand out examples of different ads that have caused uproar. On the back of the page it will have a + or a – and a character which represents your stance on this ad. For example, if you are pro, you might be the creative director that made the ad or a media buyer that placed it.

You will have a week to prepare a 2-page written assignment single spaced. Write the assignment from the perspective of the role you were assigned and use what you have learned this semester in your arguments. If you are arguing FOR the ad you might discuss why this ad is effective and what the creative does well. If you are AGAINST you might use the ethical issues, we have discussed and analyze what the ad fails to do. Researching similar case studies could help you!

The day the assignment is due, I will randomly select students from each side to debate their opposing opinions. This does not mean all students will be selected, but be prepared. As marketers we are constantly justifying our ideas and opinions so be ready and organized to argue your case in class against an opposing viewpoint. **If you are not in class on the day of the debates, you will receive a zero on this assignment unless you have spoken with me about your situation.**

In-Class Exam: 20%

There will be one in-class exam. This will be an essay style assignment that will cover 3 of the main themes we have discussed in class. I will make this exam very easy and there will be no surprises if you have been attending classes. **NO LAPTOPS and no notes!** I will bring loose leaf paper.

This exam will show me that you have been reading the chapters, listening in class, taking notes and absorbing the material. Use knowledge from guest speakers, “What Happened this Week” and class discussions. Use what you learned firsthand working on your agency projects.
Exam is on the last day of class and you will be given 90 minutes to complete the assignment although you do not need to use the full allocated time. HINT: I have allotted 30 minutes for each answer so make sure you spend adequate time of each response.

**Team Project: Creating an Advertising Campaign 30%**

Marketers are constantly using their public speaking skills. A huge part of working in advertising and marketing is being in front of an audience whether that be meeting with clients, presenting new ideas and media plans to your own company or making formal pitches for new business. Being able to present your work is sometimes just as important as the work itself especially when you are trying to win business.

Early in the semester I am going to divide you up into groups. The group assignment will be done randomly. This will be your “agency” and you will work together for the duration of the semester. You will be required to choose a team name and team captain who will be my group liaison. The featured company is a start-up food truck that is in need of an advertising agency to help them grow their business, create an advertising campaign and advise them as professional marketers.

The business owners will come into the class and they will do a briefing about themselves and their company. They will take you through their story, business practices, challenges they foresee, fears, budget etc. In this industry we don’t always get the face to face time that we would like with the clients and many times we have to pitch for business after just 1-2 initial meetings. These individuals are busy so make sure the time you spend with them is used wisely and ask good questions. Because this is a start-up there will be limited company information but you can research their industry and competitors. Be knowledgeable before you meet with them on the day of the briefing. Do not spend time asking questions you can find on your own.

Please be respectful of any ideas they may have. Your new clients will tell you what their objectives are so listen to them, take notes and ask insightful questions. You will then take what you learned and start putting together an advertising campaign to meet their brief, budget and campaign goals.

Your campaign should include key insights from their brief, market knowledge, SWOT and competitor analysis. Show them that you listened to their needs. This is your project so suggest what your team feel is the best strategy for your client. If you do not think print advertising is a good fit do not include it in your presentation but tell us why you made the choices you did. If you believe they should only do digital advertising, prove to us why traditional advertising will not work. I expect to see creative elements. Show us what you want to do creatively and don’t just tell us. This is important!!

This project will take you all semester with final presentations scheduled at the end of the semester. You should be meeting outside of class and using what we learn in class to cultivate these campaigns. The clients will be back to watch you present your final campaign and will help me evaluate your final score based on how well you listened and created a campaign that answered their brief. I will also bring in a team of experts to help me judge. I will have a media expert and a creative expert on the panel. Together we will pick a winning agency for each company. The winning agencies will earn the full 300 points for this assignment.

Presentations should last 30 minutes and should be done using PowerPoint and saved on a flash drive so we can use classroom facilities. Be prepared for “Technical difficulties” and have a back-up plan. Please don’t disappoint your potential client by being unprepared. There is no written paper to be turned in, but I will require handouts of the PowerPoint (2 slides per page) to be given out before the presentation. Make 1 copy for me and 1 for each client that will be in attendance. Name of the agency and team members should be listed on the first slide. If you create video/graphics/photos for the presentation make sure we get these as well via flash drive or in a link after the presentation.
Remember delivery of the presentation is just as important as the content so be confident, passionate and engaging. Practice this presentation as a team so you are all prepared for the client meeting. Grading will be the same for each team member unless it is obvious that some members did more than other. Each team member must present in the final presentation. EVEYRONE MUST BE PRESENT FOR THE PRESENTATION. I am happy to stay after any class to see what you have been working on and give you pointers.

Quizzes: 10%
For 10 weeks of this semester I will be assigning a chapter in the textbook that will be help guide the conversation we will have each class. As a marketer, understanding the different theoretical concepts in this field is important. This knowledge can help you while you are working on advertising campaigns, meeting with a client to devise a marketing strategy or implementing a media plan. This textbook will highlight theories, marketers and key examples of successes and failures that will help guide you through this class and your career as a marketing professional.

When I assign a chapter to be read for the following week I will also assign and activate the quiz. I will keep the quiz open until the start of our next class (Quizzes for each week will expire Tuesdays at 5:30pm during the weeks they are assigned). You can take the quiz as many times as you want to earn the highest grade. There is NO reason to earn less than full credit on these quizzes and shows a lack of effort if the full points are not achieved! Failing to earn the full point shows a lack of effort. I will allow ONE extension per student. PLEASE NOTE: the chapter 18 quiz is due over Spring Break. This will be extra credit.

Class Participation: 10%
Marketing is about communication! I want our classes to be interactive, energetic and spontaneous. If you saw an interesting social media post or saw a thought provoking billboard let’s talk about it! My classes are flexible and above all I want to hear from you. Marketing professionals are passionate about their careers and industry and I want to see this passion from you. I will share my experiences with you and show you some of my favorite campaigns and I hope you do the same. The more I hear from you the more I know you are learning so class participation is important!

Attendance, responsiveness to emails, questions and contributions will all help me evaluate your participation. I will grade your participation every class. If you do not attend a class, you will not receive any points for that class. If you attend, but do not engage you will receive half credit for that class. If you attend class and I see that you are engaged with me or our guests, you will receive full credit for the class.

Hint for the Semester:
Marketing is a subjective subject and I am interested and excited to read your written assignments. I want these assignments to reflect your own personal opinions, but I want to see that you are engaged marketers and that your opinions are researched and well-constructed. I want to see that you have been engaged in class and researched beyond our textbook to come up with your opinions. Show me that you put effort into all the assignments. If you use outside sources, please document your sources but I will not require a minimum amount of sources for each project. There are ample case studies and theories that you can draw opinions from and as marketers the more you read and research the more effective you will be. I will be able to tell if you put in the effort to create a well thought out assignment and you will be graded accordingly.

Follow some of industry Facebook pages so you get daily notifications of what is going on in the business world. Things happen every single day in the marketing world…stay current, stay engaged, stay interested!! Use this to participate in “What Happened this Week”. This will help your class participation grade!

- AD Week
- AD Age
- PR Daily
- Marketing Week
- Marketing Magazine
- Strategy
- Ad Freak
Semester Grading Scale:

**Overall Course Grade will be based on:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Advertising Audit #1</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>In Class Exam</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Ethical Advertising Debate</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Class Participation/Attendance</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Team Project</td>
<td>300</td>
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<td><strong>Total</strong></td>
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**Final Course Grade:**

A       932 pts - 1000 pts
A-      900 pts - 931 pts
B+      866 pts - 899 pts
B       832 pts – 865 pts
B-      800 pts – 831 pts
C+      766 pts- 799 pts
C       732 pts- 765 pts
C-      700 pts- 731 pts
D       600 pts – 699 pts
F       599 pts and below
Spring 2018:

January 9:

Before Class:
- Get textbook (e-book) and register for Connect Plus

In-Class:
- Hi! Introductions
- Overview of course, syllabus and assignments
- How I Grade and what you need to do to get an A
- What Happened Last Semester?

January 16:

Before Class:
- Make sure you have textbook (e-book) and register for Connect Plus
- Read Chapter 1 and take Chapter 1 quiz

In-Class:
- What Happened This Week?
- Questions about Syllabus?
- Assign Advertising Audit #1
- Show model Advertising Audits
- Discuss: Chapter 1: IMC Today
- Establish agency teams, meet with your group, give me team names and team captain.

January 23:

ADVERTISING AUDIT CLASS. We will meet for an hour from 5:30-6:30. You are expected to use the remainder of the class (90 minutes) to complete your advertising audit journal.

In-Class:
- What Happened this Week?
- 90 minutes for your audit

January 30:

Before Class:
- Read Chapter 6 and take Chapter 6 quiz

In-Class:
- What Happened This Week?
- Discuss: Chapter 6: Market Segmentation and the Marketing Mix
- Meet with groups and come up with questions for client next week
February 6: *Braised in the South Client Briefing 7:00pm*

**Before Class:**
- Read Chapter 8 and take Chapter 8 quiz

**In-Class:**
- What Happened This Week?
- Discuss: Chapter 8: Marketing and IMC Planning
- Client briefing at 7pm

February 13:

**Before Class:**
- Read Chapter 2 and take Chapter 2 quiz
- Review Chapter 2

**In-Class:**
- What Happened This Week?
- Discuss: Chapter 2

February 20:

**Before Class:**
- Read Chapter 4 and take Chapter 4 Quiz
- Review Chapter 9
- Think of questions for Molly about advertising agencies

**In-Class:**
- What Happened This Week?
- Discuss: Chapter 4

**Guest Speaker Molly Hefka: Media/Digital Planner Chernoff Newman**

*(HINT: Molly is the media expert in your final presentation panel. She will be available after her guest lecture to speak with the groups. I suggest you speak with her!)*

February 27:

**Before Class:**
- Read Chapter 10 and take Chapter 10 quiz
- Review Chapter 11
- Think of questions for Molly about the creative process

**In-Class:**
- What Happened This Week?
- Show example presentations from winning teams
- Discuss: Chapter 10

**Guest Speaker Meg McGauran: Creative and Marketing Director at Pusser’s Rum Ltd.**
March 6:

**Before Class:**
- Read Chapter 5 and take Chapter 5 quiz
- Prepare questions for your clients

**In-Class:**
- What Happened This Week?
- Discuss: Chapter 5: Marketing and Consumer Behavior
- Advertising Audit Questions

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March 13: *Advertising Audit is Due*

**Before Class:**
- Read Chapter 7 and take Chapter 7 quiz
- Finish Advertising Audit

**In-Class:**
- What Happened This Week?
- Discuss: Chapter 7: Gathering Information for IMC Planning

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March 20: *SPRING BREAK – NO CLASS*

**You can do Quiz 18 for Extra Credit**

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March 27:

**Before Class:**
- Read Chapter 3 and take Chapter 3 quiz
- Additional Readings
  - 45: Ethical Dilemma
  - 182: Disney to Children
  - 228: Skewed Stats
  - 248: Subliminal Messages
  - 322: Sex in Advertising
  - 353: Plagiarism
  - 472: Retargeting
  - 500: Social Media
  - 552: Political Advertising
  - 582: Blogging—Kelly will be here to discuss her blog Paper Meets Pearl so think of questions while you read. Please follow her blog and Instagram

**In-Class:**
- What Happened this Week?
- Discuss: Chapter 3: Economic and Regulatory Aspect
- Give out Ethical Assignments and Ads

**Guest Speaker Kelly Harrold: Paper Meets Pearl Blogging and Blogging Ethics**
April 3: Ethical Writing Assignments DUE

- What Happened this Week? 5:30-5:45
- Exam Review 5:45-6:15
- Projects and final questions 6:15-6:30
- Ethical Debates 6:30-8:00

April 10: Final Presentations Due **We will start at 5:30. Be here on time**

April 17: In-Class Exam

Before Class:
- Study for exam
- Bring Laptops or phones to class for evaluations

In-Class:
- Course Evaluations
- Agency Project Winners Announced
- In-Class Exam—5:30pm-7:00pm
- GOODBYES 😊