Contemporary Advertising and Integrated Marketing Communications
MKTG 330-02 ● Advertising ● Tuesdays 5:30-8:15 pm ● CRN 11499
---prebuilt-instructor-course

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:

You will need the Contemporary Advertising Connect Plus access code with access to e-book and/or loose leaf. **Chapter quizzes, learn smarts and final exam will be issued via Connect.**

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.

The ISBN for the loose-leaf book with Connect Plus access is 9781259896620. The bookstore will also have the access code by itself for those students who wish not to purchase the book. The ISBN for just the code is 9781259737848.

**The Fine Print:**

**Class Hours:** 5:30pm-8:00pm with one five-minute break. If we have a client or guest speaker, class could end at 8:15pm. The day of the presentations we will meet until 8:30pm.

**Office Hours:** After class from 8pm-9pm or by appointment.

**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, leave early 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.

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

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

**SNAP:** Please send me these letters as soon as possible so I can make any necessary accommodations.

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.

**OAKS:** including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction:** If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Continuity of Learning:** Due to social distancing requirements, this class will include a variety of online and technology enhanced components to reinforce continuity of learning for all enrolled students. Before the drop/add deadline, students should decide whether the course plan on the syllabus matches their own circumstances.
**Mental & Physical Wellbeing:** At the college, we take every student's mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

**Food & Housing Resources:** Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor ABC if you are comfortable in doing so.

**Inclusion:** The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies. Preferred Name and Pronoun Information On Campus Gender Inclusive facilities Campus Resources College of Charleston Reporting Portals National Resources for Faculty & Staff GSEC Reports Documenting LGBTQ Life in the Lowcountry (CofC Addlestone Library Special Collections Project) College of Charleston Quality Enhancement Plan (QEP) Articles about CofC and LGBTQ+ Issues.

**Inclement Weather:** If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, instructors may articulate a plan that allows for supplemental academic engagement despite these circumstances.

**Notes:** I will not be handing out my class slides so take notes during class. I am very transparent about the topics that will be on the exam so your notes will be useful tools when studying.

**Weekly process:** When assigned, read chapters, complete Learn Smarts prior to attending class and complete chapter quizzes. Hand in all written assignments and projects on the due date. Check the syllabus each week for other assignments and due dates.

**Late Work:** All assignments must be handed in during class on the due date or emailed to me before class. If you email me the assignment during or after class it will count as one day late. Late assignments will be accepted; however, your grade will fall by 20 points for each day it is overdue. If you have an excused absence email me the paper before the class it is due or it will be late.

**Extra Credit:** You will have 1 extra credit opportunity.
Teams: This class will require team/partner work. Each member has the responsibility to make the team successful. If you are having issues with a classmate 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. If I see you one your phones this will affect your class participation grade.

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 in the class discussion. If you are messaging each other, on social media or on other non-class related websites this will be reflected in your class participation grade. They must be turned off during guest lectures.

Email: Because I am not on campus I rely heavily on email. Please check your CofC email frequently and I will do the same. Not checking your email is an invalid excuse for missing crucial class information. Check your email daily.

Real World Checks: Throughout the semester I will use my own experience to showcase that what you learn in class is applicable to the real world of marketing. If you have/had jobs or internships please feel free to share your own experiences with the class.

Summary of Expectations:

• Arrive on time (even zoom & show your face or points will be deducted each class).

• 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!

• You control your grade in this class.

About Your Instructor:

Rosalyn Keels has over 13 years of media and marketing experience. She started her career in the ecommerce space in Charlotte, NC. After getting her feet wet in the field, she then moved to a full-service agency in Charleston, SC where she focused on retail and luxury automotive marketing. She handled content creation, media buys, and strategy for clients such as Mercedes-Benz, Porsche, Land Rover/Jaguar, GMC/Buick/Chevrolet, Audi, Maserati, Rolls Royce, McLaurin and many other national brands. She has worked with media outlets across the country including radio, TV and digital vendors. Rosalyn earned a Masters in Marketing from The Citadel Graduate College in Charleston where she lives.
and has worked for 6+ years. She now works with Target at Shipt handling ecommerce account management.

**Graded Components:**

**Advertising Audits: Mini Audit 8%, Full Advertising Audit 15%**

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 messages per day. As a marketer you must become aware of all these messages and become critical consumers.

On an assigned day you will leave class or home for 30 minutes. You can get some food, walk around, sit on a bench and people watch or even go shopping. Take note of the advertising messages that stick out to you the most. We will talk about some of these messages in our next class. **You will have 2 weeks to write a 1-page single spaced analysis on the advertisement that impacted you the most.** I will collect and grade these mini-audits. You will receive detailed feedback that will help prepare you for the full audit that will be due later in the semester. This is worth 8% of your overall grade.

For your full audit I would like you to venture out on your own and keep a journal for one hour. Document each advertising message you received during this time block. If you log into Instagram and see a sponsored post document what you saw. 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 this hour and be attentive! The more you do the more you will see.

Once your 60-minute time block is up you should have detailed notes. You will be asked to turn in this journal, I would recommend the notes app. The journal should list the messages, the medium, the location and the time. 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 you learned from the mini-audit to steer your full audit. The best grades are awarded to the students that use topics from class.

This assignment should be a **minimum of 2 written pages** (not including your journal or images). This should be **singled spaced and will count as 15% of your overall grade**. The assignment is **incomplete if the journal is not handed in and 10 points will be deducted from your final grade**. Your audit should have a concise introduction and conclusion. I am looking for improvement from the mini audit. Your writing does matter in the overall grading of this assignment. As marketers, we need to be able to express our opinions in clear and well written manner. If you use research, please cite the work.

**Ethical Advertising Debate: 15%**

Ethics in advertising is a hot topic for advertisers, agencies and consumers. The over-abundance of advertising in our society has made these messages unavoidable and sometimes intrusive. Despite the huge number of regulatory bureaus and organizations, advertising is 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 there will be 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. Once you have your ad find the classmate that has the same one. You and your partner will come up with a script of an argument that these marketing professionals would have about the ad you are given. The script must be at least 2 pages single spaced. Write the assignment from the perspective of the roles you were assigned and use what you have learned this semester in your arguments.

I want to see that you understand the role of these marketing professionals, the industry and advertising ethics. If you are arguing for the ad you might discuss why this strategy is effective and what the creative does well. If you are against you might use ethical issues, poor ad copy, improper target market. You will write this assignment together and receive the same grade.

The day the assignment is due, you and your partner will read your script in front of the class. If you were originally given the ad with the + you will read the pro argument and vice versa. As marketers we are constantly justifying our ideas and this exercise will help you prepare for these conversations. If you or your partner 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. This is worth 15% of your overall grade.

Exam: 20%

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.

You will be given 120 minutes to complete the assignment although you do not need to use the full allocated time. This will be worth 20% of your overall grade.

Team Project: Creating an Advertising Campaign 20%

Marketers are constantly using their public speaking skills. A large part of working in advertising is being in front of an audience whether that be meeting with clients, presenting media plans 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 random groups. This will be your “agency” and you will work together for the duration of the semester to win a piece of business. You will be required to choose a team name and a team captain who will be my group liaison and the “Account Manager.”

The piece of business you will be fighting for is a new movie theater opening in downtown Charleston. This movie theater will have 5 screens all dedicated to family friendly films and kids’ movies. The cost of movies is as follows:

Adults: $10
Children 8-18: $5
Children under 8: Free
This is significantly less than the industry standard so they need to make sure each movie is at capacity. The concession stands offer the classic movie snacks and beer and wine for the adults. The décor of the theater will focus on class films such as The Wizard of Oz, Willy Wonka, Disney films and other family-friendly cinematic treasures.

The owners of this new movie theater want families to come to the theater together and have made it affordable to encourage this outing. This movie theater is privately owned and not affiliated with a larger company. There is a parking lot for customers free of charge.

You will put together an advertising campaign for this client.

What this project should include:

• An introduction to your own agency-who are you?

• SWOT analysis that shows you understand the industry.

• Research (what primary and secondary research did you do to guide your campaign?)

Once you have done the above steps and present them you will then introduce your advertising campaign. You must:

• Introduce a clear advertising campaign (Think P&G “Thank you Mom”)

• Present 3 creative examples to showcase your campaign:

1. Traditional (TV commercial, radio spot, print ad)

2. Digital or social media

3. Outdoor or activation

This project will take you all semester. You should be meet outside of class and use what we learn in class to cultivate your campaign. The winning agencies will earn the full 200 points for this assignment.

Presentations should last 20 minutes and should be done using PowerPoint, Canva, Google Slides, etc presented via screen share on zoom. Be prepared for “Technical difficulties” and have a back-up plan. There is no written paper to be turned in. Name of the agency and team members should be listed on the first slide.

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. If you have an issue with a team member try first to resolve it on your own. If this does not work let me know. 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 during the semester and give you pointers. This project is worth 20% of your overall grade.

Quizzes: 9%
For 9 weeks of this semester I will be assigning a chapter in the textbook that will help guide the conversation we will have each class. As a marketer we must understand the different theoretical concepts in this field. 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, showcase successful case studies and 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 the corresponding quiz. I will keep the quiz open until the start of our next class (Monday 5:30 pm). 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. Low quiz scores show a lack of effort.

You will not receive ANY extensions for the quizzes. NO exception! If you don’t complete the quiz in the week it is assigned you lose the opportunity to get these points, HOWEVER, I will have one extra credit quiz that you can complete to make up any missed quizzes. This extra credit quiz will be active during the week of spring break.

**Attendance and Class Participation: 13%**

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 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 number of sources for each assignment. 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 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 knowledge to participate in “What Happened this Week”. This will help your class participation grade!

AD Week - Marketing Magazine
AD Age - Ad Freak
PR Daily - News Outlets (International/Local)
Marketing Week - Social Media

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

- Quizzes: 90 points 9% (each quiz is 10 points)
- Mini-Audit 80 points 8%
- Full Advertising Audit 150 points 15%
- Exam 200 points 20%
- Ethical Advertising Debate 150 points 15% *(could be interchangeable with a Targeting Exercise – TBD)*
- Class Participation/Attendance 130 points 13% (each class is 10 points-starting 8/27)
- Team Project 200 points 20%

**Total 1,000 points 100%**

**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 2021:

Jan 12: Before Class:
- Get textbook (e-book) and register for Connect Plus
- Hi! Introductions—Who am I? Who are you?
- Overview of course, syllabus and assignments
- What Happened?

Jan 19: OFF – class canceled! Get access to Connect!

Jan 26: Before Class:
- Make sure you have textbook (e-book) and register for Connect Plus
- Have read Chapter 1 and taken Chapter 1 quiz + Learn Smart + Interactive
- What Happened This Week?
- Questions about Syllabus?
- Discuss: Chapter 1
- Establish agency teams, meet with your group, give me team names and team captain.

Feb 2: Before Class:
- Have read Chapter 2 and taken Chapter 2 quiz + Learn Smart + Interactive
- Review Chapter 2
- Email me team name if not done already
- What Happened this Week?
- Mini-Audit Adventure—You will get 30 minutes for this exercise.

Feb 9:
- Have read Chp 5 and taken Chapter 5 quiz
- What Happened This Week?
Feb 16:
• Have read Chapter 6 and taken Chapter 6 quiz
• What Happened This Week?
• Review Chapter 6
• Discuss Mini-Audit

Feb 23: Mini-Advertising Audit Due (Email me before 5:30pm)
• Have read Chapter 8 and taken Chapter 8 quiz
• What Happened This Week?
• Review Chapter 8
• Assign Full Audit
• Questions about project?

March 2:
• Have read Chapter 4 and taken Chapter 4 Quiz
• Review Chapter 4
• What Happened This Week?

March 9:
• Have read Chapter 7 and taken Chapter 7 quiz
• What Happened This Week?
• Review Chapter 7

March 16: Full Advertising Audit Due Before Class (Email to me before 5:30 PM)
• Have read Chapter 10 and taken Chapter 10 quiz
• Review Chapter 10
• What Happened This Week?
• Breakout groups for project
March 23:
• Have read Chapter 3 and taken Chapter 3 quiz
• Additional Readings
  • 45: Ethical Dilemma
  • 182: Disney to Children
  • 228: Skewed Stats
  • 248: Subliminal Messages 10
  • 322: Sex in Advertising
  • 353: Plagiarism
  • 472: Retargeting
  • 500: Social Media
  • 552: Political Advertising
  • 582: Blogging In-Class:
• What Happened this Week?
  • Discuss: Chapter 3: Economic and Regulatory Aspect
  • Give out Ethical Assignments and Ads
  • Get together with partner and start script

March 30: Ethical Writing or Targeting Exercise DUE Before Class (Email to me before 5:30 PM)
• What Happened this Week?
• Ethical Debates
• Presentation questions

April 6: Digital Media (Social Media to Omni Channel)

April 13: Presentations
• Last “What Happened this Week”
April 20: Presentations

April 27: Course Evaluations
• Agency Project Winners Announced
• Exam online opens up!

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.

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

Honor Code:

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