BUS-ML 4230 Advertising Management
Summer 2013

Fisher College of Business
The Ohio State University
Monday & Wednesday 10:00-11:20 AM
Schoenbaum 305

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Office: 530 Fisher Hall
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Office hours: Mondays and Wednesdays 2:45-3:45 (or by appointment)

COURSE MATERIALS


Hardcover ISBN: 978-0-07-340486-8
Rent: Rentals are available from Amazon.com

Feel free to buy an older edition; however, be aware that definitions or examples may have changed.

For your convenience, a copy of the text has been placed on reserve at the architecture library (across the street from Fisher).

COURSE WEBSITE

https://carmen.osu.edu

COURSE DESCRIPTION

1 Syllabus version: 05/07/2013. Syllabus is subject to change. Please make sure you have the most recent copy (as posted on the Carmen website).
There are two general goals of this course. The first is to introduce you the field of integrated marketing communications (IMC), with a specific emphasis on the role of advertising elements. We will examine the process by which advertising programs are planned, developed and executed and the factors that influence this process. Consideration will be given to how to assess the effectiveness of IMC tools as well as the overall IMC program.

The second goal is to apply the concepts we learn to cases from the “real world”. This means that you will come away from this class knowing how to identify and deliver solutions that are immediately useful to any organization or for starting your own company. Specifically:

• You will be able to differentiate integrated marketing communications (IMC) from traditional media advertising, and explain its role in the marketing program of a company or organization
• You will be able to evaluate and describe the role and function of advertising agencies, media specialist companies, and other marketing communication specialist organizations
• You will be able to describe the consumer decision making process and the role consumer behavior plays in the development of advertising strategy
• You will be able to formulate communication objectives, develop a creative strategy, and present a creative brief

As this class is a higher-level elective, my assumption is that you want to be here and that you are investing in yourself. To give you the most value, the class will be conducted almost entirely in a discussion format and modeled after the case-method started at Harvard Business School. You can read about it here: http://www.hbs.edu/mba/academic-experience/Pages/the-hbs-case-method.aspx and here: http://faculty.unlv.edu/angeline/4780CaseStudyAnalysis.pdf. If you think you might get an MBA in the future, I recommend picking up a copy of The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases by William Ellet.

Typically, class will open with a brief vignette aimed at providing an overview of some business problem. Then we will talk thoroughly about the issue, naturally covering the material in the text as we go along and applying the principles in real-time. (Of course, there may be times when we need to pause to review a concept or term, but the general flow is driven by consistent questioning and discussion.)

To make this approach work, you must read the material before class. I will NOT simply read slides from the chapter content, as this defeats the whole point of asking you to come to class; trust me, we’d all prefer to sit on a sunny patio with an ice-cold beverage, but we’re here to get something done while our competition slacks off. Bring your A-game.
COURSE REQUIREMENTS AND GRADING

Standards of Integrity and Conduct: Each student in this course is expected to be familiar with and abide by the principles and standards set forth in The Ohio State University’s code of student conduct and code of academic conduct. You can view these documents or download a pdf version at:

http://studentaffairs.osu.edu/csc/

It is also expected that each student will behave in a manner that is consistent with the Fisher Honor Statement, which reads as follows:

As a member of the Fisher College of Business Community, I am personally committed to the highest standards of behavior. Honesty and integrity are the foundations from which I will measure my actions. I will hold myself accountable to adhere to those standards. As a future leader in the community and business environment, I pledge to live by these principles and celebrate those who share these ideals.

While most students have high standards and behave honorably, like every academic institution we sometimes encounter cases of academic misconduct. It is the obligation of students and faculty to report suspected cases of academic and student misconduct. Students can report suspected violations of academic integrity or student misconduct to faculty or to a program's leadership. All reported cases of academic misconduct are actively pursued and confidentiality is maintained.

Grading Policies and Practices: With the objective of establishing as dynamic and effective a learning environment as possible, the course requires a commitment on your part not only to attend all classes, but to prepare fully and to participate. We will work together to create an environment in which open, rigorous discourse is the standard. Thus, each of you must be willing not only to share your ideas and analysis with your colleagues, but be open to challenges of those ideas.

- The requirements of the course are identical for everyone. This means it is not possible to “make up” for poor performance through “extra credit” work.
- The midterm and final exams CANNOT be retaken or taken other than at the scheduled time except under circumstances of extreme hardship.
- Sometimes alleged cases of academic misconduct arise due to apparent confusion over the degree of collaboration allowed on assignments. University policy clearly states that it is each student’s responsibility to resolve issues that appear ambiguous directly with the faculty member.
There are 1000 possible points to be earned through assignments for this course. Points are allocated as follows:

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Exam 1</td>
<td>300</td>
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<td>Exam 2</td>
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<td>Campaign Evaluation</td>
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<td>Class Contribution</td>
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<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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(1) Exams (300 x 2)

There are two exams. Each exam is independent and NOT comprehensive. They will cover lecture, discussion, and assigned readings. You are responsible for all material from the assigned readings in the text, even if we do not cover it in class. Exams will consist of a variety of multiple choice, short answer questions and some longer (~ one paragraph) answer questions. You will be expected to know major concepts and be able to provide examples to illustrate these ideas.

Because there is material on the exam that may not have been discussed in class, I have scheduled a full day before each exam to thoroughly go over the testable content and to allow for Q&A. Additionally, I will provide you with sample questions and a list of key terms that are likely to appear on the exam.
(2) Campaign Evaluation (200) Due: July 26 by MIDNIGHT EST.

Assignment: You will be placed into groups of 3-4. Using the criteria reviewed and discussed both in class and in the text, you will provide a written creative brief and evaluation of an advertisement. Specifically, you will select an advertisement (newspaper, TV, radio, magazine, billboard) that “misses” – you find this ad to be uninteresting, uninspiring, and/or easy to ignore. You must be able to provide me with a copy of the ad. Print ads can be appended to your document. Advertisements using other forms of media should either be on a CD as a video / audio file or submitted as a link to a website.

The team deliverable will be no more than a five page (single spaced) memo/analysis on 8.5 x 11 paper, with one-inch margins all around in 11 point, Times New Roman font, along with a copy of the original advertisement and your new version in whatever format you think works best for communicating the message.

Each team member will be assigned the same grade. The group project will be due in the Carmen Dropbox by Friday, July 26 at midnight, after which time the Dropbox will close and a zero (0) will be awarded. You are welcome to turn in the assignment on Carmen at any point before this date.

(3) Class Contribution (200)

Being able to present your ideas in public will give you a HUGE career advantage. As is the case with real world work environments, you are judged by what you contribute, not what you know. Even if you know the material, no one can benefit unless you share your insights.

Also, it’s helpful not to worry about giving the “right answer.” In most situations there is no such thing and many successful businesses have been started from an idea that other people thought were ridiculous. Be confident in yourself and use our class to practice sharing your ideas out loud in front of other intelligent, motivated people.

As should be very clear, my goal for class discussion is to make the best use of our limited time together. Towards this end, I want to know that if I call on someone they are prepared to discuss the content. Still, sometimes things prevent us from getting work done, or we just feel super lazy that day. That’s fine. To account for this:

If you are prepared for the day, put your name clearly at the top of a slip of paper and give it to me before class starts.

• If I get a slip from you - I assume you have prepared all of the material for that day and that if I cold call you it will be productive.
• If I don't get a slip - you will not get cold called, but I cannot assume that you are prepared for that day which will adversely affect your contribution score.
Your good ideas can benefit everyone, so be prepared and speak up!

**Grade Appeal Policy:**

I will provide timely feedback and adopt a fair and equitable grading philosophy.

Grades on exams and assignments are intended to reflect the overall quality of performance of the student(s). If you think your grade on an exam or assignment does not reflect the quality of your performance, submit a clear written explanation of your reasoning *within one week after the return of your assignment or test.*

The written document need not be long, but must clearly identify the problem or issue of concern. Any grade appeals must be conducted *in writing.* I will carefully consider all such appeals. I reserve the right to re-grade all portions of an assignment or test. *There will be no grading appeals after the one-week deadline has passed.*

**OFFICE APPOINTMENTS**

I am available to discuss any issues of concern to you on an individual basis either after class or in my office. E-mail me to make an appointment for an office visit. So that I can be better prepared for your visit, please give me a general idea of the topic you’d like to discuss. I typically schedule 15 minute appointments; if you believe you will require more time, request a longer appointment.

**Students with Disabilities**

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately *at the beginning of the semester* to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.
Class Schedule (Subject to change)

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<td>Polyphonic HMI case</td>
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<td>Mekanism case</td>
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<td></td>
<td>07/24</td>
<td>Group work day</td>
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<td>Campaign Evaluation Due by <strong>Midnight (EST) on Friday, July 26</strong></td>
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