

Management Undergraduate Program
Fall 2022
MKTG 411 – Advertising and Promotion

Instructor: Baris Erman Depecik
Office: FMAN 1069
Phone: (216) 483-9649
Fax: (216) 483-9699
E-mail: baris.depecik@sabanciuniv.edu
Web: SuCourse
Office Hours: Mondays 14:00-15:00 or by appointment

Type	Time	Days	Where
Class	12:40 am - 13:30 pm	M	FASS 1103
Class	12:40 pm - 14:30 pm	R	FASS 1103

Course Objective:

The main objective of this course is to walk the students through the steps required to develop an effective marketing communications campaign. Therefore, the course endorses a practitioner, more than an academic, focus. Stressing this applied focus, we will discuss the most recent marketing communications campaigns by brands and agencies to explore the reasons why a communications campaign is successful (or not successful). The course also involves a team project to give students hands-on experience in applying what they learn in the classroom to a realistic business situation.

Learning Outcomes:

This course is designed to give you the knowledge and skills to design, develop, implement, and critically evaluate marketing communication strategies.

Upon completion of this course, you should be able to

- get familiar with the advertising industry and the structure and functions of the organizations involved
- sharpen their understanding of the individual elements of the marketing communications mix and how they are combined into an integrated communications campaign

-analyze the key drivers for successful marketing communications programs and apply specific tools and approaches to evaluate the effectiveness of communication campaigns from the business, regulatory, social & ethical points of view

-improve their skills at developing a communications plan (including a creative copy)

In addition, the course also aims to promote critical and analytical thinking, enhance decision-making, team-working, and communication skills.

Course Material:

1. Textbook: Belch, George E., and Michael A. Belch. Advertising and Promotion: An Integrated Marketing Communications Perspective. New York: NY: McGraw-Hill.
2. Assignment Instructions and Lecture Notes: Posted to course webpage

Optional Reading Material:

De Pelsmacker, P., Geuens, M., & Van den Bergh, J. (2007). Marketing communications: A European perspective. Pearson education.

Course Web:

Students are expected to check the course website frequently as assignments, lecture notes, and grades will be posted on the website.

Instructional Design:

We will have a variety of learning activities including the presentation of concepts and principles by the instructor, discussion of current practices and trends in the business environment which relate to the topic (as presented in selected newspapers and magazines), discussion of the implications of latest scholarly research and case studies.

Each lecture will have a theme, and we'll learn about it through videos, articles and discussion. You are required to read the assigned articles in advance of the lectures. In the regular lectures, I will first explain and clarify key theories and concepts, and then we will apply them to business problems in hands-on sessions. In some classes we will discuss examples from articles that have appeared in the business press. Class discussions will provide an opportunity for further exploration of the concepts and examples. Students are also encouraged to find and use outside resources (cases, press readings, examples) to enhance their understanding and judgment of the course topics. Advancing other students' collective skills and knowledge by sharing a research finding, an opinion, an illustrative example or a case in class is highly encouraged. Although the lectures address the material in the articles, we also introduce a substantial amount of new material during class time. It is therefore crucial that you take notes in class.

Grading:

IMC Project (teamwork)	: 30%
In-class Learning Activities (includes quizzes, participation in debates)	: 20%
Quiz	: 10%
Final Exam	: 35%
Research Participation	: 5%

Peer Evaluation in Teamwork

Students will be asked to provide an evaluation of the members of their team in the course project. Each student will divide 100 points between the members of her team, including herself. This division should reflect that person's judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfill their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students. In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks--possibly after meeting with the members of the team.

In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. For example, in a group of four, if Students A and B believe they did most of the work, and Students C and D believe otherwise, the team may be called in for an interview in order to be fair to everyone.

Past experience indicates that in most groups points will be distributed evenly. There will be a few groups where peer evaluations will play a role in the marks. The primary goal of this exercise is to avoid giving undeserved credit to individuals who did not help their teams. However, it is possible to have upwards adjustments of marks in case of students who have done more than what the group expected of them.

The peer evaluation will have a direct impact on your final project grade. To give a simple example, if the group mark is 25 out of 30, and if your peer evaluation indicates that your contribution was less than what was expected, then your project mark will be less than 25 out of 30. There are no simple rules for adjustment.

Requirements:

Assessment Methods:

IMC Project: In order to gain a hands-on experience in planning, designing, developing, and evaluating a marketing communications campaign, all students will participate in a course project. The project is designed in a structural setting considering the roles and responsibilities of clients (brands) and agencies in the IMC process and their relationship. Teams will work on this project throughout the semester in three stages. In the first stage teams will develop a written agency brief. The purpose of agency brief is to give clear direction on what is important and to clarify the issue that you're seeking to address. A guide on writing a good brief will be available on course website. In the second stage, teams will develop an integrated communications plan. It is the extended version of a creative brief written by the strategy department within the agency for two purposes: i) to present a framework for creative approach and guide the creative team in the production process ii) to promote communications strategy to the client and get client's approval before the production stage. In very simple terms, you are expected to present the foundation for your creative approach. The integrated communications plan should contain a well-identified and articulated summary of the key considerations involved in your communications strategy: background overview, target audience details, information on competitors' communication strategies, short- and long-term objectives, what you will communicate, how you will communicate, and estimated budget. In the third stage, teams will create an engaging campaign which provides a solution to the identified communications problem. You are encouraged to get practical with your creative skills, engage in the creative process, and have fun. Teams will present their execution at the end of this stage.

In-class Learning Activities (includes in-class exercises, case discussions, and debates): Every session will involve interaction in the form of class discussion. Students are expected to be prepared at all times to contribute to and comment in any class discussion. The assessment of your contribution will be based on your ability to communicate your ideas effectively and how much you advance other students' skills and knowledge by sharing a research finding, an opinion, an insightful observation, or an illustrative example.

Research Participation: Many of the theories and findings that we learn in our marketing classes, especially those in consumer behavior, are based on behavioral research. In order to produce knowledge, our faculty members conduct behavioral studies regularly. As a learning experience and also as a part of this knowledge production process, we hope that you will participate in some research studies. Through participation, you will learn more about how behavioral research is conducted as well as some specific topics that are being pursued by our faculty members. Students will be informed about the date of research studies and further instructions via SuCourse Announcements.

Quiz: Students will be expected to demonstrate their understanding of course topics in pop quizzes which will be conducted in regular intervals. Quizzes will consist of short answer questions which are related to most recently covered course topics.

Final Exam: The final exam will be given at the end of the course in the final exams period. The exam questions are designed to discriminate between those who have learned something in this class and those who have not. Accordingly, your responses reveal the extent to which you are able to use concepts and theories to improve (deepen, sharpen, make more accurate, and insightful) your answer as compared to what they could have said before taking this class. That is, what you learned in this course should have become a part of your judgment and allow you to make better decisions. Basically, you should demonstrate the ability to frame a situation given in the question, identify what class materials apply to that particular situation, and to make a correct application to enhance your judgment/interpretation/evaluation of the situation.

Academic Honesty:

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one's paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

Classroom policies and conduct

Copyrighted Materials: Course content created by instructors is considered the instructors' intellectual property, it should not be distributed, shared in any public domain, or sold without prior written consent. Students are not allowed to record lectures. Ethics committee may run an investigation if a student shares course content in public domains.

Attendance: Attendance is a key part of the learning experience, and your presence is necessary for everyone's success in this course. You are expected to attend at least 70% of all class sessions. Participation below that level may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. To find more motivation for attending classes, please read the following WSJ article, "The Case Against Cutting Class". <https://www.wsj.com/articles/the-case-against-cutting-class-1534374214>

Communication: If you have questions regarding the course, please contact your TA via email. Should you have questions about the course material, questions concerning the course itself, or for any matter about the course you are encouraged to visit my office. You can always email me to set up a meeting that works with your schedule.

Electronic Devices: Electronic devices are welcome in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

Preparation: Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates. This requires that you complete the assigned readings for each session before class starts.

Classroom Behavior: Come to class on time. Please be mindful that your behavior should not serve as a distraction to those around you.

Participation: Attendance and participation are two different things. Your “In-Class Learning Activities” grade will not reflect your attendance, it will reflect the extent to which you contribute to the collective knowledge we build in class.

Students with Disabilities: Any student with a disability is encouraged to contact me to discuss special accommodation needs. I will make every effort to help.

Assignments: Assignment deadlines are given on this syllabus. Assignments must be submitted in the pdf format. Late assignments will have 20% per day deducted up to five days late. All assignments should be submitted via SuCourse. Assignments will be scanned by Turnitin. Emailed assignments will not be accepted (please do not ask for exceptions to this rule).

Grading Criteria: All assignments will be evaluated using the following criteria: critical thinking, precision, clarity, brevity, relevance, importance, completeness, and originality.

Course Schedule:

Week 1	Date: 03.10 & 06.10 Topic: Introduction Requirements:
Week 2	Date: 10.10 & 13.10 Topic: Influences on Consumer Decisions Requirements:
Week 3	Date: 17.10 & 20.10 Topic: Client Side – Promotional Planning, Budgeting & Objectives Requirements:
Week 4	Date: 24.10 & 27.10 Topic: Project Session: Writing an Agency Brief Requirements:
Week 5	Date: 31.10 & 03.11 Topic: Project Session: Agency Brief Presentations Requirements: Agency Brief by 28.10 5pm
Week 6	Date: 07.11 & 10.11 Topic: Agency Side – Strategic Planning, Insight & Creativity Requirements:
Week 7	Date: 14.11 & 17.11 Topic: Advertising Tactics: Source, Message, Execution Requirements:
Week 8	Date: 21.11 & 24.11 Topic: Advertising Mediums Requirements:
Week 9	Date: 28.11 & 01.12 Topic: Project Meetings Requirements:
Week 10	Date: 05.12 & 08.12 Topic: Project Meetings Requirements:
Week 11	Date: 12.12 & 15.12 Topic: Special Topics: Language, Global vs. Local Advertising, Sponsorships, Social Responsibility Requirements: Creative Brief by 9.12 5pm
Week 12	Date: 19.12 & 22.12 Topic: Sales Promotions Requirements:
Week 13	Date: 26.12 & 29.12 Topic: Project Session: Presentations – Execution Requirements: Peer Evaluation Report & Final Project Report by 23.12 5pm
Week 14	Date: 02.01 & 05.01 Topic: Review & Farewell Requirements: