Fall 2020
MKTG 313(DL) – Advertising & Marketing Communications
3 credits, 100% Online

GENERAL INFORMATION:
Instructor: Dr. Christopher Joiner
Office (primary): 9900 Main St., Fairfax – Rm. 222
Office (campus): Online & phone meetings available
Phone: 703-993-4235
e-mail: cjoiner@gmu.edu

Office Hours (virtual): By appointment

Text:
ISBN13: 9781260259315

Prerequisites: C or higher in MKTG 301/303; degree status

Purpose of the course: This class is intended to be an introduction to the topic of advertising and marketing communication management. The class will examine advertising, sales promotion, personal selling, public relations, and other elements of the promotional function from an integrated marketing communications perspective. Emphasis will be placed on appreciating the scope and strengths and weaknesses of these marketing tools, and particularly on how they can and should be used together. Specific objectives include:

1. To develop a thorough understanding of the marketing communication function in businesses. (School Of Business undergrad learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors.)

2. To learn about the specific advantages and disadvantages of each of the marketing communication tools, and how they can be combined in an effective, integrated, communication program. (School Of Business learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors.)

3. To develop an appreciation for both the general, strategic decisions that go into planning a marketing communication campaign and the specific, tactical issues involved in planning and implementing an IMC campaign. (School Of Business learning goals #5, 3 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors; Our students will demonstrate technical and analytic skills appropriate for success in business)

4. To have you understand some of the international, regulatory, and ethical issues influencing marketing communications. (School Of Business learning goals #1 - Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of
the individual in business)
5. To have you become familiar with the vocabulary and terminology used in the planning and implementation of marketing communication programs. (School Of Business learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors)
6. To develop the ability to apply concepts from class in analyzing real-world marketing communications and to communicate these analyses in writing. (School Of Business learning goals #5, 2, 3 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors; Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing; Our students will demonstrate technical and analytic skills appropriate for success in business.)
7. To develop group-related skills (e.g., planning, analysis, oral presentation) as related to the development of an integrated communication program. (School Of Business learning goal #2 - Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing)

Required Technology and Blackboard Login Instructions
Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.)
Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

CLASS CONTENT:

Online “Lectures”: In this online class, course materials will be covered in a variety of formats. You should keep up with all the materials in the class each week. I will be providing PPT video lectures to supplement the text and the other learning materials. These online lectures will be used primarily to introduce key concepts, clarify difficult topics, and supplement the text. It is strongly recommended that you take notes during these videos – the PPT slides are only an outline of the class material and will not be sufficient for preparing for exams.

Exercises, Discussions, and Assignments: These occur throughout the semester and are designed to encourage application of the concepts covered in the course. It is very important that you stay on top of the schedule and deadlines for work in the class!

Class Discussion Board Assignments: This course has a total of three discussion board forums, including introductions and class wide discussion assignments. Your discussion will be graded based upon a grading rubric, which looks to quality, timeliness, responsiveness, and moving the discussion forward. Discussions will run from Monday to Sunday (unless otherwise noted), after which discussion postings will not count. You are expected to participate throughout the week in the discussions-not clump them all together on one day (see Blackboard rubric).
**Individual Written Assignments:** There are three written assignments in this course - two that must be submitted for a grade (these are described in a separate section at the end of the syllabus and on Blackboard). Each written assignment is to be no more than 6 pages in length. NOTE: Assignments are due on the day/time noted in the class calendar. No work will be graded after the deadline has passed.

*Expectations for all written assignments:* Since this is a 300-level course I have high expectations and standards for work handed in during the semester. All work in this class should be neat, well organized, and professional looking – appropriate as professional, business writing. Without exception, handwritten work will not be accepted.

I expect all students to write business English accurately and clearly. The minimum writing standard for assignments is a maximum of one gross writing error per page of a double-spaced typescript. Examples of gross errors are: to begin a sentence without a capital letter; to end a sentence without a period or other punctuation mark; to misspell; to confuse "its" and "it's"; to confuse plurals and possessives, "companies" versus "company's"; and so forth. Slight differences of style, such as use or absence of commas in some instances, are not gross writing errors.

Readability/style, clarity, and writing quality will be part of the overall grade for all written assignments.

**All** written work **must** be double-spaced, use 12 pt. Times-Roman font, and have page numbers and one-inch margins and your name on the paper. Additionally:

- Papers must be Word documents with your last name as part of the document name
- Careful and complete citations of sources are expected for all written assignments where they are required. You do not have to cite the textbook or PPT slides.

*Papers not following any of these guidelines will have their grades negatively impacted.*

Additional Writing Information: To cite and reference research sources, please use APA style. Specific instructions for in-text citations and referencing are found in the *Publication Manual of the American Psychological Association, 6th Edition* or at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at [https://www.zotero.org/](https://www.zotero.org/).

George Mason University has a writing center that can help you improve your English writing skills. More information is available at [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)

**Team Project:** Detailed information about the project will be provided at the beginning of the semester on Blackboard. The project is designed to give students experience both in working in groups and in creatively applying your understanding of marketing communication management (as studied in this course). There will be 4-5 students per group and students will be randomly assigned to groups by the second week of classes. **NOTE:** Projects used for credit in other classes may NOT be used for credit in this class.

**All** students are required to participate, contribute, and cooperate in their groups throughout the entire semester. Individuals should not plan on “making up” effort as the semester winds down.
** It will be the group’s responsibility to manage how your group functions, including handling most minor problems that arise. If a group member consistently fails to contribute, the rest of the group should come speak to me. In the **extreme** case, members have the right to “fire” members, but only if I have been consulted in advance and if the team is willing to take a five-percent (5%) penalty on the grade for their project. Fired group members will receive a grade of zero for the entire project.

The project consists of four parts: (1) First, your group will need to e-mail me with the product and initial idea of your “new direction” you have decided to use no later than **11:59pm, Sunday 9/13** – You need to get approval for the product and idea before moving on to the rest of the project. The rest of the deliverables are as follows: (2) An initial written description (max 7 pages) of the product selected by the group and what the new focus of your IMC campaign will be (due on **Wednesday, 9/30**). (3) A formal, written Progress Report (7-9 pages) due **Sunday, 10/25**. (3) A final, formal, virtual, group presentation will need to be posted on Blackboard no later than **Thursday, December 3** (see class schedule). The presentation must be multi-media (using PowerPoint) and include other relevant supporting material (e.g., storyboards, ad mockups, flow chart, other visuals, etc.). All information about the project must be communicated in the presentation – there is no written report required - although you will have to hand in copies of your presentation slides and supporting material (communication mock-ups), as well as a Bibliography of all sources used in the project (**all** groups’ materials due 12/3). All team members must participate in the presentation, although not necessarily for equal periods of time. Note: A confidential peer evaluation of each group member will be part of the final grade and must be submitted by 12/3.

**Chapter Quizzes:** Quizzes will help you check your comprehension of key concepts and help you prepare for the exams. You have to take a quiz in Blackboard for each chapter you read. Quizzes contain 10 questions worth 1 point each. You will have up to 15 minutes to complete each quiz. However, you will also have up to 2 attempts for each quiz. Only your highest grade will be recorded in the grade center. Your quiz questions are similar to the pools of questions used for your exams so taking the chapter quizzes should benefit your exam performance.

**Exams:** There will be three exams this semester. All three exams will consist of multiple choice and True/False questions that address issues raised in the textbook as well as other materials covered online. **It is very important that you keep up with the assigned readings and online calendar in order to perform well on the tests.**

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). Watch [this short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A [Quick Start Guide for Students](#) is also available.

**The LockDown Browser application needs to be installed on your computer first and you need to access the exams through the class Blackboard site.**
The link to detailed instructions is posted in Blackboard. You could also go directly to the ITS website using the following url: https://its.gmu.edu/knowledge-base/how-to-install-and-use-the-respondus-lockdown-browser/

Important: You will be recorded during the exam. Any "unusual" behavior will be auto-flagged by Blackboard and then reviewed by the instructor.

Exam 1 covers chapters 1-4, 7, 18, 20, and 21. Exam 2 covers chapters 5, 6, 8 – 12, and the final Exam 3 covers chapters 13 – 17, 19, and 22. All three exams have 60 questions. All exams must be taken by the due date noted in the Course Calendar. Exams are timed (max of 75 minutes). Only one attempt is allowed, so make sure you find a quiet place with a reliable internet connection to take your exam without any interruptions.

Other Exam Details: The three exams are closed book, closed notes. Any use of notes, text, PPT slides or electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, and similar devices. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council. No make-up exams will be given unless there is a legitimate, university approved medical or family emergency. Simply going to the doctor is NOT an excuse. A written note must explain why you could not take the exam. No excuses will be accepted after the exam is given. Students missing either of the first two exams with a legitimate, excused absence must clear this with me prior to the exam. There will be no exceptions to this policy.

Class Participation & Engagement: Because this course is a 300-level course, and interactive in nature, active class participation is particularly important! Students are expected to keep up with the class calendar, for reading all assigned materials, listening and taking notes of weekly lectures, submitting all weekly assignments by the due date, logging into Blackboard at least 4 times a week, and actively participating in class discussions. If there is a definition, concept or principle you do not understand, it is your responsibility to ask for clarification. Please use the “Ask the Instructor” Discussion Forum or schedule a phone or online appointment.

- You are encouraged to keep current with advertising and marketing communications related issues by reading newspapers, business magazines, books, and online news sources. The Wall Street Journal, The Washington Post, Fortune and BusinessWeek are all highly recommended.

GRADING:
Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Chapter Quizzes (22) 220 points
Discussion Board (3) 65 points
Written Assignments (2) 80 points
Group IMC Project 195 points
Product choice 10 points
<table>
<thead>
<tr>
<th>Initial description</th>
<th>35 points</th>
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<tr>
<td>Progress report</td>
<td>50 points</td>
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<tr>
<td>Final presentation</td>
<td>100 points</td>
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860 points

GRADING SCALE: A+ (860-834); A (833-808); A- (807-774); B+ (773-748); B (747-722); B- (721-688); C+ (687-662); C (661-602); D (601-516); F (515-0)

**Additional Important Course Information:**

**Deadlines:** All deadlines are final. Assignments are due *at the time specified* on the due date. *Coursework submitted after the deadline will not be graded.*

**Disability:** Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

**School of Business Community Standards of Behavior:** The mission of the School of Business at George Mason University is to create and deliver high quality educational programs and research. Students, faculty, staff, and alumni that participate in these educational programs contribute to the well-being of society. High quality educational programs require an environment of trust and mutual respect, free expression and inquiry, and a commitment to truth, excellence, and lifelong learning. Students, program participants, faculty, staff, and alumni accept these principles when they join the SOM community. In doing so, they agree to abide by the following Community Standards of Behavior:

- Respect for the rights, differences, and dignity of others
- Honesty and integrity in dealing with all members of the community
- Accountability for personal behavior

Integrity is an essential ingredient of a successful learning community. Ethical standards of behavior help promote a safe and productive community environment, and ensure every member the opportunity to pursue excellence. SOM can and should be a living model of these behavioral standards. To this end, community members have a personal responsibility to integrate these standards into every aspect of their experience at the SOM. Through our personal commitment to these Community Standards of Behavior, we can create an environment in which all can achieve their full potential.

**THE MASON HONOR CODE:**

Academic honesty is important to maintaining the integrity of our university and ensuring that your degree will earn you the respect you deserve. Students are expected to follow the honor code as presented in the University’s publications. Therefore:

For this course, three fundamental principles to follow at all times are that: (1) all work submitted be your own (on individual assignments) or your team’s (on team assignments); (2) when using the work or ideas of others give full credit through accurate citations; and (3) when conducting the semester’s work you do not make-up resources. If you are uncertain about the directions on a particular assignment, ask
for clarification.

Any course assignments that are determined to be in violation of the University Honor Code will be immediately referred to the Office of Academic Integrity for resolution. Sanctions for honor code violations will be based on the School of Business Recommendations.

See the “Honor Code” section of the George Mason University Student Handbook or http://oai.gmu.edu/the-mason-honor-code-2/ for additional information about academic integrity.

It shall be a violation of this Honor Code to Lie, Cheat or Steal. The following list is illustrative of Honor Code violations but is not exhaustive: Assignments (including examinations) are to be the sole work of the student unless specifically authorized otherwise by the professor. To give, receive, or utilize unauthorized assistance in preparation for or during an assignment is a violation of this Honor Code. To continue working on an assignment or an examination beyond the allotted time period. To plagiarize. To fail to report a suspected violation when a student has reasonable cause to believe that an Honor Code violation has occurred.

Some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor’s materials or exams; and uploading any of your own answers or finished work. Always consult your syllabus and your professor before using these sites. For more information, see the Office of Academic Integrity’s summary of information about online study sites.

DIVERSITY STATEMENT:
George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. Please see the Mason Diversity Statement for additional information.

AVAILABLE CAMPUS RESOURCES:

Writing Center: A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu
University Libraries: “Ask a Librarian” http://library.gmu.edu/ask
Student Support and Advocacy Center http://ssac.gmu.edu/
Counseling and Psychological Services (CAPS): (703) 993-2380; http://caps.gmu.edu
Learning Services http://learningservices.gmu.edu/
School of Business Academic Advising http://business.gmu.edu/undergraduate/academic-advising/
School of Business Career Services http://business.gmu.edu/undergraduate/career-services/
University Career Services: http://careers.gmu.edu
IT Services https://itservices.gmu.edu/help.cfm

University Policies: The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

Personal Challenges: GMU and SOM provide students with significant resources to navigate the challenges of daily life. They include the Writing Center, Counseling and Psychological Services (CAPS), and several other student services. SOM majors should visit the Office of Academic and Career Services in room ENT 008 for more information.
MY ACCESSIBILITY: OFFICE HOURS & MEETINGS
Although this is an online course, I am available to talk with you about any aspect of the course – or about anything that is on your mind. Please let me know if I can help. For the semester, students will need to make appointments for virtual or phone meetings. Additionally, e-mail is an excellent way to get in touch with me. Consistent with federal privacy laws, I do not respond to non-gmu e-mail with confidential information. I respond only to YourName@gmu.edu e-mail.
**SCHEDULE OF CLASS ACTIVITIES**

**The instructor reserves the right to vary from policies outlined in this syllabus.** This syllabus and schedule are my best estimate of how class will proceed. Occasional changes to the schedule and assignments will be announced on Blackboard.

Unless otherwise stated, all assignments are due by the end of the week in which they are assigned. For the purposes of this course, a week is defined as **beginning at 12:00 am each Monday**, and **ending at 11:59 pm on the following Sunday**.

**NOTICE THAT FOR THIS SEMESTER THERE ARE OFTEN MULTIPLE MODULES FOR THE SAME WEEK. FOR EXAMPLE, WEEK 1 COVERS MODULES 1, 2 AND 3.**

To help you manage your schedule and time to complete the assignments in this course, please follow the recommended timeline below. If you have a question or concern or encounter a problem about an assignment, please contact me immediately.

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Modules</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Introductions – Who is in the class?</td>
<td>• Participate in the online discussion</td>
<td>Due Date: Aug. 26 Discussion Assignment</td>
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|       | Module 2: Details on the class and group project | • Read Syllabus  
  • Read Group Project Description  
  • Take Respondus practice quiz | Due Date: Aug. 27 Complete Syllabus & Project Practice Quiz |
|       | Module 3: Modern Marketing Communications | • Read chapters 1 and 2 and “The New Pitch” article and watch PPT lectures for these chapters  
  • Take quizzes for chapters 1 and 2 | Due Date: Aug. 30 for chapter quizzes |
|       | Module 4: Regulatory & Ethical Issues in Marketing Communications | • Read chapters 20 and 21 and watch PPT lectures for these chapters  
  • Take quizzes for chapters 20 and 21  
  • Start looking for examples if planning on doing Assignment #1  
  • Contact group members and set up group communication method | Due Date: Sep. 6 for chapter quizzes  
  Due date Group Admin: Confirm group communications no later than Sep. 6 |
| Week 3 | Module 5: The Marketing Comm. Industry | • Read chapter 3 and watch PPT lecture  
  • Take quiz for chapter 3 | Due Date: Sep. 13 for quiz |
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<tr>
<td></td>
<td>Module 6: Objectives and Budgets – Keys to Success</td>
<td>• Read chapter 7 and watch PPT lecture</td>
<td>Due Date: Sep. 13 for chapter quiz</td>
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<td>• Take quiz for chapter 7</td>
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<td>Module 7: Submit group project topic selection and new direction</td>
<td>• Conduct initial research and develop topic for group project.</td>
<td>Due Date: E-mail Professor Joiner no later than Sep. 13</td>
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<td>Week 4</td>
<td>Module 8: Marketing Communications Research – Why? and How?</td>
<td>• Read chapter 18 and watch PPT lecture</td>
<td>Due Date: Sep. 20 for chapter quiz</td>
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<td>• Take quiz for chapter 18</td>
<td>Due Date for Individual Assignment #1: Sep. 20</td>
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<td>• Submit individual assignment #1 (if doing it)</td>
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<td>Week 5</td>
<td>Module 9: CB &amp; Marketing Communications</td>
<td>• Read Chapter 4 and watch PPT lecture</td>
<td>Due Date Discussion: Initial post by Wed. (Sep. 23) &amp; reply by Sunday (Sep. 27)</td>
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<td>• Take quiz for chapter 4</td>
<td>Due Date: Sep. 27 for Chapter quiz</td>
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<td>• Post on the Discussion forum and reply to peers</td>
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<td>• Start looking for examples if planning on doing Assignment #2</td>
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<td></td>
<td>• Prep for Exam #1 (Module 11)</td>
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<td>Week 6</td>
<td>Module 10: The study of communications and marketing</td>
<td>• Read chapter 5 and 6 and watch PPT lectures for chapters</td>
<td>Due Date Group Deliverable: Submit initial description by Wed., Sep. 30</td>
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<td></td>
<td>• Take quizzes for chapters 5 and 6</td>
<td>Due Date: Oct. 4 for quizzes</td>
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<td>• Turn in Group Project initial description deliverable</td>
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<td>Module 11: EXAM #1</td>
<td>• Take Exam #1 covering Chapters 1 – 4, 7, 18, 20, 21. Respondus browser and Webcam required</td>
<td>Due Date: Oct. 4</td>
</tr>
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<td>Week 7</td>
<td>Module 12: Creativity and Developing Communications</td>
<td>• Read chapter 8 and watch PPT lecture for chapter</td>
<td>Due Date: Oct. 11 for chapter quiz</td>
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<td>• Take quizzes for chapters 8</td>
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<td>Weeks</td>
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|       | Module 13: Creativity Part 2 | • Read chapters 9 and watch PPT lecture for chapter  
• Take quizzes for chapters 9  
• Submit individual assignment #2 (if doing it) | **Due Date: Oct. 11** for chapter quiz  
**Due Date for Individual Assignment #2:** Oct. 11 |
| **Week 8** | Module 14: Media Planning & Strategy | • Read chapter 10 and watch PPT lecture for chapter  
• Take quiz for chapter 10 | **Due Date: Oct. 18** for chapter quiz |
| **Week 9** | Module 15: Broadcast Media | • Read chapter 11 and watch PPT lecture for chapter  
• Take quiz for chapter 11 | **Due Date: Oct. 25** for chapter quiz |
|       | Module 16: Print Media | • Read chapter 12 and watch PPT lecture for chapter  
• Take quiz for chapter 12  
• Prep for Exam #2 (Module 18)  
• Submit Group Project Progress Report | **Due Date: Oct. 25** for chapter quiz  
**Due Date Group Progress Report:** Oct. 25 |
| **Week 10** | Module 17: Support & Direct Media | • Read chapters 13 and 14 and watch PPT lectures for chapters  
• Take quizzes for chapters 13 and 14  
• Start planning the media you will use if doing individual Assignment #3 | **Due Date: Nov. 1** for chapter quizzes |
|       | Module 18: Internet, Social and Mobile Media | • Read chapter 15 and watch PPT lectures for chapter  
• Take quiz for chapter 15 | **Due Date: Nov. 1** for chapter quiz |
|       | Module 19: Exam # 2 | • **Take Exam 2 covering Chapters 5, 6, 8-12. Respondus browser and Webcam required** | **Due Date: Nov. 1** |
| **Week 11** | Module 20: Sales Promotions | • Read chapter 16 and watch PPT lecture for chapter  
• Take quiz for chapter 16 | **Due Date: Nov. 8** for chapter quiz |
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<th>Weeks</th>
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<th>Due Dates</th>
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<tr>
<td></td>
<td><strong>Module 21: Personal Selling</strong></td>
<td>• Read chapter 22 and watch PPT lecture for chapter</td>
<td><strong>Due Date: Nov. 8 for chapter quiz</strong></td>
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<td>• Take quiz for chapter 22</td>
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<td><strong>Week 12</strong></td>
<td><strong>Module 22: PR &amp; Corporate Advertising</strong></td>
<td>• Read chapter 17 and watch PPT lecture for chapter</td>
<td><strong>Due Date: Nov. 15 for chapter quiz</strong></td>
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<td>• Take quiz for chapter 17</td>
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<td><strong>Week 13</strong></td>
<td><strong>Module 23: International Marketing Communications</strong></td>
<td>• Read chapter 19 and watch PPT lecture for chapter</td>
<td><strong>Due Date: Nov. 22 for chapter quiz</strong></td>
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<td>• Take quiz for chapter 19</td>
<td><strong>Due Date for individual Assignment #3: Nov. 22</strong></td>
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<td>• Submit individual Assignment #3 if doing it</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><strong>Module 24: THANKSGIVING WEEK</strong></td>
<td>• Post on the Discussion forum and reply to peers</td>
<td><strong>Due Date Discussion:</strong> Initial post by Wed. (Nov. 25) &amp; reply by Sunday (Nov. 29)</td>
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<td><strong>Week 15</strong></td>
<td><strong>Module 25: Group Project Presentations</strong></td>
<td>• Post Group Presentation</td>
<td><strong>Due Date Group Presentation:</strong> Thursday Dec. 3</td>
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<td>• Watch other group presentations and comment on two</td>
<td><strong>Comments Posted by Sunday, Dec. 6</strong></td>
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<td>• Submit Peer Evaluations</td>
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<td><strong>Week 16</strong></td>
<td><strong>Module 26: Exam #3</strong></td>
<td>• Take Exam 3 covering Chapters 5, 6, 8-12. Respondus browser and Webcam required</td>
<td><strong>Due Date: Dec. 13</strong></td>
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**MKTG 313 – Individual Assignments**

You must choose two of the three following assignments to hand in for a grade. I will only grade two assignments per person.

* Write-ups are to be at least **three (3)** and no more than **six (6)** pages in length.*

**IMPORTANT – Ads must be current (within the last year)**

** IMPORTANT – You may not use examples that were used in class or the text. **

** IMPORTANT – All assignments are due by the deadline – no exceptions **
Assignment 1 (due 9/20)
Examples of common criticisms of advertising and marketing communications that were discussed in class and/or the text are:
(i) ads are often offensive or in bad taste
(ii) ads promote negative body images and/or poor self-esteem in males or females
(iii) ads are misleading (or deceptive)
(iv) ads encourage excess materialism
You need to find one current ad that illustrates one of these four criticisms. The ad should be one which you feel could be considered an example of one of these criticisms. In other words, the ad should illustrate a single criticism listed above (i, ii, iii, or iv).
For the ad:
(1) Include (copies are OK) or fully describe the ad (NOTE: a URL is not an ok substitute).
Also, describe where you saw the ad. These should be actual, recent, ads that you have seen - not ones you’ve “researched” on the Web and cannot be ones discussed in class or the text.
(2) Explain, in detail, why you feel people might consider the ad an example of the specific criticism (critics’ point of view).
(3) Next, discuss whether you personally agree with this criticism. Why or why not? – Discuss/explain! (your point of view)
(4) Finally, discuss how you think the company might justify the use of this ad. In other words – explain how they would defend themselves against this criticism? (company’s point of view).

Assignment 2 (due 10/11)
Find an example of a current ad that uses a celebrity endorser/spokesperson. This should be an actual, recent ad you have seen (as a consumer) rather than ads you’ve “researched” on the Internet (or learned about in another class) and cannot be ones discussed in class or the text.

For the ad:
(1) Include (copies are OK) or fully describe the ad (NOTE: a URL is not an ok substitute).
Also, describe where you saw the ad.
(2) Describe the likely target market for the ad.
(3) Provide a detailed analysis of each of the source factors (i.e., credibility, attractiveness, power) used for understanding the effectiveness (good or bad) of the celebrity as a persuasive communicator. Be specific and include discussion of all dimensions of each of these three factors. Make sure you consider your answer to (2) as you answer this question.
(4) Describe the celebrity’s “cultural meaning (their “brand” image)”. What are the sources of this celebrity’s meaning/image? Next, describe the “cultural meaning (brand image)” of the brand. Finally, analyze/describe the “fit” between the celebrity’s and the brand’s meaning/image. Be specific and thorough!
(5) Is there a celebrity that you feel would be a better, more effective, source for the product? Explain why or why not in terms of source characteristics.

Assignment 3 (due 11/22)
You will need to observe each of the following three media categories (This assignment should be based on media that you have actually observed - not ones you've “researched” on the Web.)
NOTE: For this assignment you must have access to cable television stations through a cable or satellite company – NOT a streaming service (or online)!!

In your paper make sure you are thorough in your analyses and answers!

A. Cable TV: (You cannot use “streaming” platforms for this assignment)
   Select a popular cable channel - not one of the broadcast networks (i.e., not ABC, NBC, CBS, CW, or Fox). Analyze the ads that appear in the commercial breaks during one program (show) on this one cable channel. Provide specific and detailed answers to the following questions:
1. What cable network did you watch? What program did you watch?
2. What products/brands ran commercials (ads) during the show (be specific, detailed and thorough)?
3. Analyze and discuss the similarities and/or differences in the products and brands that ran commercials during the program.
4. Describe the commercials (ads) with respect to relevant marketing communication, creative, and message factors (you might, for example, consider the ads’ objectives, target market, creative appeal & execution style, length, use of celebrities, etc.). You don’t need to describe every individual ad – describe the ads overall as a group, but specifically using concepts from class.
5. Do these commercials (ads) differ from those that would be found on shows running on the broadcast networks (ABC, NBC, CBS, CW, or Fox)? How? Why? Be specific.

B. Print Media
   Choose an issue of a magazine and analyze it from an advertising perspective:
1. What is the magazine and issue?
2. Who is the target audience? – describe in terms of demographics, life style, etc. of its readers
3. Provide a detailed analysis of the following: What percentage of the magazine's total pages is devoted to advertising versus editorial content (i.e., stories, articles, columns) – be specific and detailed (i.e., count ads/pages). Is there a clutter problem (Hint: check what this refers to!) in the magazine? Why or why not?
4. Report on the specific breakdown of the types of products and services advertised in the magazine (be specific, detailed, and thorough)? Why do you think these specific advertisers are attracted to this particular magazine?
5. How might the magazine's editorial content (the stories/articles, columns) influence readers' processing of, and reactions to, the ads? Make sure you fully explain/discuss your answer.

C. Support Media
   Describe the best ad in support media that you actually saw in this period (must be an ad you saw, not one researched on the Web).
1. Where/when did you see the ad?
2. What specific type of support media is it?
3. Discuss why you think this ad was effective (i.e., justify/explain your answer).