COURSE SYLLABUS – Spring 2012

COURSE NUMBER: Bus 376 (001 & 002)
INSTRUCTOR: Dr. Melissa G. Bublitz
OFFICE: Sage Hall 1453
PHONE: (920) 424-1013
E-MAIL: bublitzm@uwosh.edu
INTERNET SITE (D2L): https://uwosh.courses.wisconsin.edu/
CLASS TIME: M/W/F (001) 10:20 – 11:20 am, (002) 11:30 am – 12:30 pm
ROOM: Sage Hall 2224
OFFICE HOURS: M/F 1:00-3:00 pm, Wed 1:00-2:00 pm (& by appointment)

COURSE DESCRIPTION
This course is designed to provide the student a managerial examination of advertising techniques and how they affect decisions in advertising and sales promotion. Course topics include setting advertising objectives and budget, applying advertising and media tools, and developing marketing communications designed to connect with and motivate the consumer toward an intended action or belief.

Theoretical foundations will be discussed, but a substantial amount of attention will be devoted to practical applications of the text material to issues that occur each day in the business world. You will be expected to understand the various theoretical perspectives, but you will also be expected to understand how and why they are important to marketers. This ability to apply the course concepts will be assessed in exams and other assignments.

The course will be conducted as a mixture of lecture, peer learning, and class discussion. Therefore, the success of any class discussion is dependent on class participation, which, in turn, requires preparation. I expect you will come to class each day (having read assigned class materials) prepared to discuss how the topic is or is not used in the world of advertising you are exposed to each and every day.

COURSE OBJECTIVES
The intent of this course is to foster a broad understanding of Advertising and Promotion. To best achieve this, our key goals are as follows:

- Establishing basic knowledge of advertising and promotion, what it is and why it is critical for aspiring marketers
- Understanding what constitutes the most effective ways to target and reach consumers
- Recognizing the key components of an integrated marketing communications campaign
- Developing a fundamental understanding of management decisions as they relate to advertising and promotion

The mission of the College of Business (COB) is to prepare traditional and nontraditional students to compete as professionals in the global marketplace by providing an education that meets the high standards set by AACSB-The International Association for Management Education; to facilitate student learning by blending theoretical foundations with practical application; to advance business knowledge through scholarship and to share expertise through partnerships with organizations. To achieve our
mission, we have three categories of learning goals: (1) Business Knowledge, (2) Knowledge of the Business Environment, (3) Business Skills.

This course supports the following specific COB objectives:

**Business Knowledge**

The COBA graduate will be competent in a functional area (major field). The COBA graduate will also understand the basic aspects of all other functional areas, and understand how those areas are integrated.

While it is essential that each graduate have a deep understanding of one main area of business, all business organizations are highly integrated. Effective managers in business need to understand the basic operations of all functional areas, and understand how those areas can be optimally integrated.

**Business Skills**

(1) Communication Skills

The COBA graduate will use oral, written, and computerized media to present information to effectively communicate.

Each COBA graduate will be required to satisfactorily complete at least four papers, four oral presentations, and one computerized media presentation during the course of his/her undergraduate business education.

(2) Analytical Thinking & Problem Solving Skills

COBA graduates will analyze situations and make decisions, using problem solving techniques, as well as creative and advanced critical thinking skills.

COBA graduates will satisfactorily conduct at least two case analyses and will effectively participate in professional experiences. They should know how to gather data correctly, how to organize it for analysis, and how to use common software tools to aid in the data analysis.

(3) Interpersonal and Leadership Skills

COBA graduates will work effectively in teams, using interpersonal, communication, and leadership skills.

The COBA graduate will satisfactorily complete at least two team projects, during which the graduate will learn team dynamics, small-group leadership, and group problem solving skills.

**PREREQUISITES**

- Essentials of Marketing (Bus 371 or its equivalent)

**COURSE MATERIAL**


**GRADES**

- 2 Exams (multiple choice, T/F, short answer/equally weighed) ............................................. 200 points
- 3 Advertising Cases (Individual Written Assignments) ............................................................ 90 points
- Revitalization of a Brand (Team Project: Report & Presentation) ............................................ 200 points
- 2 Ad Applications (Individual 3-5 Min Presentation/Discussion Assignments) ...................... 60 points
- Attendance, Participation, & Group Evaluation ................................................................. 50 points

**TOTAL POINTS** 600 points
Letter grades for all assignments and your final course grade are calculated from your earned point total as a percentage of the maximum points offered. Final letter grades for the course will be determined as follows: 100 to 93 percent (A), 90 to 92.99 (A-), 87 to 89.99 (B+), 83 to 86.99 (B), 80 to 82.99 (B-), 77 to 79.99 (C+), 73 to 76.99 (C), 70 to 72.99 (C-), 67 to 69.99 (D+), 63 to 66.99 (D), 60 to 62.99 (D-), below 60 (F). **NO ROUNding!**

**Note:** All assignments and exams are due at the beginning of class on the date assigned, scheduled, or given. There are absolutely no extensions and no make-ups unless approved by the instructor prior to the due, scheduled or given date. The only possibility of an exception will be for a documented illness or documented family emergency. A visit to the student health center or a regular doctor's appointment is not an acceptable excuse for missing class or for delinquent assignments. Also, I must be informed of a problem prior to the assignment deadline (i.e., not the day an assignment is due or a test is scheduled).

**EXAMS**

Two exams will be given throughout the semester. The exams will cover text and all class discussions unless specifically exempted in class by the instructor. Typically, exams will consist of 50 multiple-choice, true/false, and/or short answer questions. The dates of the exams are listed on the schedule. Although I have every intention of following the outlined schedule, if any changes are made to this schedule, such changes will be announced in class. It is your responsibility to be aware of such changes.

The exact format of each exam will be explained prior to each scheduled test date. The exams are designed to assess your knowledge of the material and your understanding of how the concepts are interrelated. Thus, they are challenging and mere memorization of the text and/or class notes will not assure a passing grade. Please take each exam seriously.

In the case of multiple-choice items, individual exam questions require you to select the single "best" answer. All alternatives are designed to be reasonably attractive. Please read each question and alternative carefully!! Expect several "not" questions. That is, questions that take the form, "Which of the following is NOT a major factor to consider in developing..." You are looking for the alternative that does not fit. Remember, if any one aspect of an alternative response to an objective question is false, the alternative is false. Questions often ask you to apply the information we have learned to a specific advertising scenario.

The questions are designed to assess your ability to think, so you should be able to relate various concepts discussed in class. They are, however, challenging and require careful reading. One word can alter the meaning of a sentence, so please do not be hasty. You will have sufficient time to complete the exam.

**ADVERTISING & PROMOTION CASE STUDIES**

Students will complete three written assignments where you will read and research a specific marketing communication problem and answer a series of questions. These case studies are designed to encourage you to apply the core concepts we are learning throughout the semester to a specific marketing problem or example.

The assignments will be posted on our D2L site and will be discussed approximately two weeks prior to their due dates. These are **individual assignments** and your work should reflect your own ideas NOT the work of another student or a group effort. Assignments are due at the start of class; they **MUST** be submitted electronically to the D2L drop box **BEFORE** the start of class. **PLEASE NOTE** that assignments sent by email or brought to class and late assignments **WILL NOT** be accepted. See the schedule for the exact due dates.
Each written assignment should be 2-3 typed pages in length, double spaced, 12-point font, with 1 inch margins. Grades will be assigned in the following manner:

√ + Means you have exceeded expectations outlined for this assignment performing exemplary work. Awarded 30/30 points (A) for the assignment.

√ Means you have met expectations for the assignment performing adequate work that demonstrates your understanding of the marketing topic covered with minimal typos or grammatical errors. Awarded 25/30 points (B) for the assignment.

√ -- Means you did not complete the basic requirements for the assignments and/or your work lacked depth or breadth of coverage for the assignment and/or your work showed a lack of effort containing typos and/or grammatical errors. Awarded 20/30 points (D).

One grading note: Most of you will receive a check, meeting expectations. I only award check-plus grades to those papers that truly blow me away! Failure to turn in the assignment into the D2L dropbox by the start of class time on the due date will result in a 0 for the assignment.

ADVERTISING APPLICATIONS (3-5 MIN MAX)
Two times throughout the semester you will find an advertisement or other relevant marketing communication to share visually and verbally with the class. Example formats might include a print ad, TV ad (find a way to share the ad by burning it to a DVD or finding online), mobile phone ad, billboard (take a picture we can display on the screen), online ad, direct mail offer, coupon, etc. You will spend 3-5 minutes sharing how this advertisement connects to a core principle on the topic date (or a recent date with prior permission) and pose 1-2 discussion questions designed to generate class discussion which you will lead.

You will sign up for 2 dates (1 per semester half) and select an advertisement prior to the date assigned which you will post in D2L. The goal is no advertisement duplicates. Dates and ads assigned on a first come, first serve basis so CHECK D2L BEFORE YOU START YOUR RESEARCH AND PLANNING to be sure no one else has signed up for that ad or marketing communication. Grades will be assigned in the following manner:

√ + Means you have exceeded expectations outlined for this assignment. Your research, ad choice, creative presentation and thought provoking discussion questions demonstrate exceptional knowledge of the IMC topic as well as exemplary presentation skills. Awarded 30/30 points (A) for the assignment.

√ Means you have met expectations for the assignment performing adequate work that demonstrates your understanding of the marketing topic covered, that you were well prepared, and you generated good discussion among your peers. Awarded 25/30 points (B) for the assignment.

√ -- Means you did not complete the basic requirements for the assignments and/or your work lacked depth or breadth of coverage for the assignment and/or your work showed a lack of effort evidenced by minimal preparation and practice for the presentation. Awarded 20/30 points (D).

One grading note: Most of you will receive a check, meeting expectations. I only award check-plus grades to those presentations that truly blow me away! Failure to be prepared at the start of class time on your assigned presentation date will result in a 0 for the assignment. See the grading sheet on D2L for more detail on the requirements.
REVITALIZATION OF A BRAND (TEAM PROJECT)
Revitalization of a brand is a team project. Your team is an advertising firm specializing in integrated marketing communications targeted at the college student market. You are contracted by an organization (of your choosing) to develop a marketing communication strategy and execution plan for a product or service currently in decline. The problem this company faces is that while their brand was formerly a market leader, they have just not been successful in promoting their product or service to your generation. Over time they have lost market share and while they retain a core group of consumers (albeit from an older generation) they must find a way to connect with younger consumers to promote and sell their product or service.

The project involves researching the brand and identifying a path to successfully grow market share within the college age market (which you should also define in more detail). Each team will apply the principles of Integrated Marketing Communications to the product or service they choose. The teams will present their findings at the end of the semester. Your written report should include the following sections (a more detailed outline will be provided early in the semester when I introduce the project in class):

- Executive Summary
- Introduction & History of the Brand
- Summary of the Target Market & How to Connect to the Brand
- Communication Objectives & Strategy
- Advertising & Promotion Design & Execution
- Measurement & Follow-up Plan
- Conclusions & Recommendations

A NOTE ON GROUP WORK
Working in groups can often be more difficult than working individually on a project. However, working in teams can provide different insights and have a synergistic effect on your work. Each team member will receive the same grade for the project; therefore, it is your responsibility to ensure that all team members contribute to the grade. As in business, your team must learn to work together, come to a consensus on ideas and resolve conflicts that arise. The instructor will be available for consultation if your team cannot resolve their own differences.

Organize early and you will be rewarded! Select a team leader who can organize meetings, keep assignments on time, and make the administrative burden much lighter on everyone. Exchange telephone numbers and e-mail addresses with each other and make sure that I have a copy of this information for the entire team.

Set up a regular schedule of meetings when everyone is likely to attend. Allow extra meeting time during the heavy load periods in case it becomes necessary. Remember, the only people responsible for an efficient team are the team members! All the members will receive the same grade for the team project. "Freeloaders" exist only if the team allows it. Do not complain at the end of the semester that a member of the team did not do his or her part. Let me know at the beginning of such tendencies.

GUIDELINES AND EXPECTATIONS
The following are some guidelines and expectations from your Marketing Professors. We hope they help clarify our expectations. See Professor Michael Godfrey if you have questions. Dr. Godfrey is currently the Department Chair and, therefore, he coordinates administrative material for the Marketing Professors.
ATTENDANCE EXPECTATIONS
The Marketing Professors believe that when students miss class, they are not available to share their insights and help develop discussion. They are also not exposed to the “un-scripted” discussions and comments that invariably pop up in most classes. As such they lose out on the richness and perspective that is so important to truly understand how business works. We want our students to possess the insights and dimensionalities gained from the class discussions.

Two percent (2%) of the total semester possible points will be deducted for each unexcused absence. Excused absences may include participation in all-university events and emergencies, provided appropriate documentation is submitted in a timely manner by the student who is absent. Your professor has the right to adjust this policy, for example excusing one non-emergency absence. Missing part of a class multiple times may be treated as an absence. To illustrate, missing part of class four times may equate to two absences.

GRADE EXPECTATIONS
For an Introduction to Marketing class, the class GPA ranges from 2.4 to 2.6. For upper level marketing classes, the class GPA ranges from about 2.6 to 2.9. Some variation will exist across classes with respect to grades, but this variation should be fairly small. We believe elevated performance comes in tandem with elevated effort. But please understand that when grading, we grade performance rather than effort.

When grading papers, we examine your ideas, but also the clarity and accuracy of how you present these ideas. So grades will be higher among papers where spelling and grammar are correctly applied, where tables are clearly formatted, and so on.

USAGE OF ELECTRONIC DEVICES
During class, mobile devices are to be turned off and put away (e.g., in a backpack, purse or pocket) unless explicitly approved for use by your instructor. If you are expecting an important call, please set your phone to vibrate and advise your instructor of the potential disruption.

OFFICIAL POLICY ON ACADEMIC HONESTY AND INTEGRITY
UW Oshkosh students are subject to the Wisconsin Administrative Code, as well as specific disciplinary procedures duly adopted for our campus. The UW System disciplinary code and UW Oshkosh provisions are available to all students in the Dean of Students Office, Polk Library, Reeve Memorial Union Office, Oshkosh Student Association (OSA) Office, Residence Life Office, and in each residence hall.

Academic misconduct is an act in which a student seeks to claim credit for the work or effort of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination, collaborating with others on work contrary to the stated rules of the assignment; submitting an assignment as one’s own work when part or all of the assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. Details at: https://www.uwosh.edu/stuaff/images/Chapter%20UWS%2014.pdf
RESOURCES TO HELP YOU SUCCEED

No matter which major or career you choose, excellent writing skills will help you succeed and advance in your career. Good writing skills will help you organize and clearly articulate your ideas, often with the intent to persuade your reader. You may want to persuade a prospective employer to call you to set up an interview, persuade a client to accept your proposal over the competition, or persuade your boss that your idea will succeed. In the case of this course, you should strive to persuade your professor that you have learned the material in a way that not only demonstrates the knowledge you have acquired but also facilitates application in the workplace in a fashion that will make your employer glad they hired a UW Oshkosh graduate.

The University of Wisconsin Oshkosh Writing Center aims to help all students become better writers. Use the resources available to help you succeed.

The Writing Center offers students

- Free, confidential, one-to-one, collaborative sessions
- Opportunities to work with trained peer consultants
- Help at any stage of the writing process
- Assistance with any assignment or project in any discipline
- A comfortable, welcoming place to explore and develop ideas
- Opportunities to develop better writing and critical thinking
- Collaborative learning that recognizes writers have full authority over their writing

The writing center is open to all majors at all levels. More than half of students who used the writing center last year had a GPA of 3.0 or higher. It is always helpful to have someone else (a classmate, a roommate, your grandmother, or the writing center) read your paper and give you feedback to ensure you clearly communicate your ideas.

DISABILITY SERVICES

The University of Wisconsin Oshkosh is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University’s accommodation request form and documentation requirements or visit their website at http://www.uwosh.edu/dean/disabilities.htm. Information related to an individual’s accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a ‘need to know’ basis.
The tentative course outline below indicates the approximate dates when selected topics will be discussed. Note that students are expected to complete the chapter reading assignments prior to coming to class on the dates indicated below. This will assist in note taking and will result in more insightful class discussion. If changes in the schedule are necessary, students will be held responsible for such changes as announced in class. The course schedule contains information regarding the overall flow of the semester as well as week-by-week assignments and readings.

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<th>TOPIC</th>
<th>ASSIGNED READING &amp; DUE DATES</th>
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<td>Week 1</td>
<td>Syllabus, Changing Ad Paradigm</td>
<td>Chapters 1 &amp; 2</td>
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<td>1/30–2/3</td>
<td>IMC Corp Image &amp; Branding</td>
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<td>Week 2</td>
<td>Buyer Behavior</td>
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<td>2/6–2/10</td>
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<td>2/20–2/24</td>
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<td>2/27–3/2</td>
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<td>Spring Break – Have Fun &amp; Be Safe!</td>
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<td>4/16–4/20</td>
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<td>Week 12</td>
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<td>4/23–4/27</td>
<td>Evaluating IMC</td>
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<td>5/7–5/11</td>
<td>Presentations (cont) &amp; Discussion</td>
<td>W: Team Projects Due</td>
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