

192:410 // 567:471 Media, Marketing & Communication

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[A] Course Overview

Television, newspaper, magazines, billboards? Traditional media is still the backbone of the marketing industry. But today the industry is infinitely more complicated with social networking sites, blogs, user-generated content, wikis, massively multi-player on-line role-playing games (MMORPGs), and much, much more. Consumers are increasingly more educated and proactive about their media consumption, and organizations face a complex array of marketing and advertising decisions.

Through participation in this course, you will begin to make sense of many of the trends and issues emerging in today's advertising and marketing communication environment. You will become familiar with the modern world of media, marketing and advertising, and learn how to apply communication theories in order to assess industry issues. This course will provide you with a stepping-stone into the media world, and equip you with tools for understanding the challenges facing 21st century media and marketing professionals.

[B] Course Learning Goals & Objectives

At the end of this course, you should:

1. Be able to evaluate current trends in the media and marketing industries, and distinguish between trends in each of the respective subfields.
2. Be able to explain and articulate how popular communication theories and topics relate to the media and marketing industries.
3. Be able to apply key communication theories and research to plan and produce a basic marketing communication plan
4. Be able to analyze advertising and marketing campaigns to assess the communicative choices made by industry professionals.

5. Be able to demonstrate a deeper awareness of the degree to which communication theories informs the creation and design of society through advertising and marketing.
6. Demonstrate proficiency in presenting ideas effectively in a class presentation

[C] Course Format

This is an upper division course, and therefore, I expect that you will come to class on time, having completed the assigned readings for that day. I also expect that you will be prepared to participate actively with questions, insights from the readings, and equally importantly, stories from your own life experiences. The class will be a mix of lecture, class discussion and group activities that will require your active participation in each class meeting.

Subject matter from the readings will be referenced and built upon, but lectures will also cover other material, which makes your attendance essential to successful learning. I consider material from class discussion to be an essential part of the learning experience.

[D] Course Readings

Required text:

Arens, W., Schaefer, D., & Weigold, M. (2012) *Advertising*. McGraw-Hill. New York, NY.

- (Available in the University bookstore, NJ Books, and on 2-hour reserve at Alexander Library)
- Note: Advertising is referred to as ADV later in the syllabus.

Reference texts:

Advertising:

Overview of advertising and marketing – this is a good general reference. One copy is on hold in the library.

- Lane, Ronald, K. King, and T. Russell. (2008) *Kleppner's Advertising Procedure*. Prentice Hall.

Writing Guides:

- America Psychological Association (2011): Publication Manual of the American Psychological Association. Washington D.C. (APA Style Guide).
- Strunk W., and White, E.B., (1979). The Elements of Style. New York: Longman

Additional readings are posted online at the Sakai site, unless otherwise noted.

[E] Instructor Expectations, Requirements & Grading

You should expect to be challenged. To succeed in this class, you will be required to spend time developing your own interpretations of the readings that I will assign, and developing your own perspectives on the material we cover.

Attendance:

Students should make every effort to attend all lectures and class meetings. Attendance is more than just showing up. You are expected to be on time for class and to attend for the full class time. I also expect you to be courteous to your fellow students; this means turning your cell phones off (not mute, not silent, not vibrate).

Similarly, using computers to take notes in class is a privilege, not a right—if a student with a computer continuously shows signs of disengagement from the class, they will be asked to take notes by hand until the end of the semester.

Since lectures will not repeat material from the required readings, they cannot be an adequate substitute for attending class. Should you have to miss class, it is your responsibility to arrange with a classmate to borrow their notes. The professor will not provide his lecture notes to you.

Two unexcused absences will be permitted over the course of the semester. If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence (an email is automatically sent to me). Please note that reporting your absence via this system does NOT automatically excuse you from any due dates, quizzes, or exams (see the policy on late work below).

If you know you will be absent for several classes because of student athletics or ROTC, you must bring me a list of those dates with proper documentation in advance. Students missing more than an occasional class due to serious illness or serious personal circumstances should provide documentation to the Dean of Students (<http://deanofstudents.rutgers.edu>) to authenticate the absences.

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. However, students are required to let me know as soon as possible about necessary absences for religious observances. Students will be responsible for making up missed work by an amended due date or the work will be considered incomplete.

Evaluation Criteria (1000 points possible):

1. Class Participation (100 points possible):

Your attendance and participation during class meetings is encouraged and expected. Since learning is an active process, this class will require real engagement with texts and ideas. Therefore, class will be taught interactively. Students must come to class prepared to talk about the readings assigned for that day, with questions or comments to promote class discussion. Everyone, from the most talkative to the most shy, will be expected and encouraged to contribute frequently. Respecting and actively supporting your classmates when they are presenting their projects in class is also a factor in your participation grade. Class participation may include the occasional quiz or in-class assessments/activities, at the instructor's discretion.

2. Tumblr Posts (150 pts):

Every two weeks, you will be asked to contribute to the ongoing Tumblr discussion for this class. Think of this as “extended participation”; the Tumblr site is a place to share your interests in this class, and to contribute to the class knowledge.

3. Ponderment Paper (150 points):

The “ponderment” paper is an opportunity for you to show me what you have learned. You have two options with this assignment – you will write two papers that are 2 - 3 pages in length.

The prompts will be provided in a separate document. Your answers will be graded on how well you integrate your knowledge about communication and mass media into the answer, how well you demonstrate your understanding of the media, marketing and advertising industries, and how articulate your answer is.

4. Course Project (400 points total: Project Paper – 200 points; Project Presentation – 200 points):

During the semester there will be one group project that you will complete in groups of 3 – 5 students. You will complete a group writing assignment that asks you to do research based on our readings and class discussion, and your group will be required to present and debate your findings in class as well.

Details for the project will be discussed during class time in advance of its due date, and detailed instructions will be handed out and posted online on Sakai for your reference. ***Your grade for the course project will be weighted based on a project participation assessment (class grade * weight = course project grade).***

5. Midterm Exam: 200 points

Both the midterm and exam will be given in class. If you've attended lectures, completed the reading, and thought about how our discussions apply to current events and everyday processes, you will be well prepared. The midterm will take

place on **Wednesday, March 12**. There is no final examination for this course.

Please note that it is necessary to complete ALL assignments and exams to pass the course.

Grading Policy:

Please note that it is necessary to complete ALL assignments and exams to pass the course.

Writing is a critical part of communication, and in order to be successful in this class it is important that you communicate in a clear and concise manner. Rutgers has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/index.html>. I encourage students to take advantage of these tutoring services before handing in written work.

With regards to grading, Rutgers SCI allows the following standard grades: A, B+, B, C+, C, D, and F. An F is used for failing work or for a student who has stopped attending class without formally withdrawing.

Final Grade: Your final grade will be determined by summing scores on all assignments completed this semester. Final grades will be assigned according to the following scale:

A	(90-100%)	=	900-1000 Points
B+	(87-89.9%)	=	870-899 Points
B	(80-86.9%)	=	800-869 Points
C+	(77-79.9%)	=	770-799 Points
C	(70-76.9%)	=	700-769 Points
D	(60-69.9%)	=	600-699 Points
F	(00-59.9%)	=	000-599 Points

What does an A mean? In order to receive an A on an assignment, I expect that you will have shown a clear understanding of key concepts associated with an assignment, and you have further added your own insight to the material. Assignments receiving an A will be generally free of grammatical errors, and show an advanced level of comprehension.

B work reflects a general understanding of core concepts, and basic application of material. B work will have some grammatical errors, but generally shows strong writing skills. Work receiving a C reflects a basic understanding of core concepts with minimal or inaccurate application; work receiving a C reflects passable writing skills.

If you have questions regarding a grade, there is a 24-hour waiting period. After that, you are welcome to email me to setup time to meet with me in person; when you email me, include an explanation of *why* you deserve a change – be thorough in your explanation. Grade change requests will not be handled in class.

All grades are final. Please do not ask to have your grade changed for reasons other than mathematical error. Applying subjective standards after the fact invalidates the standards applied to the entire class and is unfair to every student.

An incomplete, IN, can only be assigned to a student who due to unforeseen (and generally emergency) circumstances cannot finish coursework within the given semester. Students should not assume that they have the option of an IN grade; this option will be utilized infrequently and at the professor's discretion.

A note on late assignments: Assignments are due at the beginning of class. I show up on time, and I expect you to show up on time as well. Late assignments will be docked one letter grade per day that the assignment is late. You are welcome to submit work in advance of class either in person, to my mailbox, or to my office. Don't wait to the last minute to print your assignments!!!

A note on communication: Since we are all scholars of communication, journalism and mass media, this is a great opportunity for you to practice the art of mediated communication.

- Emails for this class should always start with "MMC" as the beginning of the subject.
- Include a salutation
- Sign your emails with your full name.
- Clearly indicate what your question is. The more relevant information you provide, the more helpful and timely my response can be.
- Use full sentences and proper grammar.

A note on group work: With regards to group work and group participation:

- You are responsible for being preparing, and coming to class armed with examples that illustrate the readings.
- If there are problems in a group, you must first try to resolve the problem together. Begin by holding a group meeting and constructively discussing your group dynamics, in general, as well as each individual's contributions. Have each individual take a turn where s/he articulates his/her most important membership strength and key weakness.
- If meeting as a group to discuss everyone's participation qualities fails to address particular problems, you must write a memo to the member(s) who is/are not working up to group expectations.

A designated group member must email this memo to the group member and copy all other members of the group. In your first confrontation, do not include me. Try to resolve the problem within your group, first. If any member of the group (including the accused) believes the first confrontation requires my involvement, then that member should forward the first email with an update on the actions that have been taken to me and must copy all members of the group on that email.

Upon my involvement, I will act as the judge after hearing all cases and my resolution will be followed by all members. By involving me in the group problem, all members agree to adhere to my final decision. I will do my best to be as fair to all involved as I can, given my perspective and experience in managing such circumstances.

Students with Disabilities:

Students with disabilities (both short- and long-term) who wish to have appropriate accommodations in this class must do so through Rutgers Disabilities Services Office and/or the Dean of Students of the school. Please bring me the necessary documentation as early in the semester as possible so that we can work together to accommodate your needs.

Academic Integrity:

The consequences of academic dishonesty are very serious. Rutgers' academic integrity policy can be reviewed at <http://academicintegrity.rutgers.edu/understand.shtml>

Academic integrity means, among other things, that you will:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from.
- Create citations whether you are paraphrasing authors or quoting them directly.
- Keep your eyes on your own work during exams.
- Not fabricate information or citation in your work.

If you are not sure about any issue related to plagiarism, please come to discuss it with me.

Technology in the Classroom: Multitasking in the classroom distracts from your ability to learn. There are numerous studies of college students that clearly establish this as fact.

I allow technology in the classroom if it is being used to further learning. You are welcome to bring you laptops to take notes (or iPads, etc). If you are using technology in the class, I expect that you will be paying attention to lecture. In order to insure this, I employ a variation of the Socratic method of teaching in order to check your comprehension of class discussion. If you are using technology during lecture, and do not appear to be paying attention, you will become a top candidate for the hotseat.

Mobile phones are banned from the classroom. Mobile phones should be turned off at the beginning of lecture. If you are on your phone during class (texting, checking Facebook, etc.), you will (1) be warned and (2) subsequently asked to leave.

Semester Plan and Readings

Note: Readings and topics covered are subject to change at the instructor's discretion

Date	Topic & Reading	Assignment
Week 1:		
Wed., 1/22	Introductions: <ul style="list-style-type: none"> • Class introductions, review syllabus, discuss blogging assignment 	
Week 1:		
Mon., 1/27	Introductions: <ul style="list-style-type: none"> • Class introductions, review syllabus, discuss blogging assignment 	
Wed., 1/29	Where are we today? <ul style="list-style-type: none"> • AO Ch.1 • Skim ADV Ch. 2 (up to regulations) Supplement: <ul style="list-style-type: none"> • Katz, Helen, The Media Handbook, 3rd ed., (Mahwah, NJ: Erlbaum, 2007). Chapters 1 “What is Media?” 	
Week 2:		
Mon., 2/3	How did we get here? <ul style="list-style-type: none"> • ADV Ch. 1 • Turow, J. (1997). Breaking up America. University of Chicago Press: Chicago. Ch. 3. 	
Wed., 2/5	The business of media today: Marketing <ul style="list-style-type: none"> • ADV Ch. 4 Supplement: <ul style="list-style-type: none"> • Katz, Helen, The Media Handbook, 3rd ed., (Mahwah, NJ: Erlbaum, 2007). Chapters 2 “What is Media?” “Media in the Marketing Context” (pgs 1 – 32) • Spaeth, Jim, “A Day in the Media Life,” MediaPost’s Media, 6(10), October 2005, 48-49. • ADV Ch. 7 	Blogger #1

Week 3:

<p>Mon., 2/10</p>	<p>The business of media today: Advertising</p> <ul style="list-style-type: none"> • AO Ch. 5 • ADV Ch. 3 • “Behind the Scenes of Chrysler Urban Review,” Advertising Age, June 10, 2002, Laurel Wentz, pg. 4 <p>Supplement:</p> <ul style="list-style-type: none"> • “Behind the Scenes of Chrysler Urban Review,” Advertising Age, June 10, 2002, Laurel Wentz, pg. 4 • Datamonitor 2011 Advertising Report • Review the Ad Age agency family trees (media & ad): http://adage.com/datacenter/agencyfamilytrees2012/ 	<p>Course Project Assigned</p>
<p>Wed., 2/12</p>	<p>The business of media today: Advertising Pt. 2</p> <ul style="list-style-type: none"> • AO Ch. 5 • ADV Ch. 3 • “Behind the Scenes of Chrysler Urban Review,” Advertising Age, June 10, 2002, Laurel Wentz, pg. 4 <p>Supplement:</p> <ul style="list-style-type: none"> • Datamonitor 2011 Advertising Report • Review the Ad Age agency family trees (media & ad): http://adage.com/datacenter/agencyfamilytrees2012/ 	<p>Ponderment #1 Assigned</p>

Week 4:

<p>Mon., 2/17</p>	<p>Client Briefing</p>	
<p>Wed., 2/19</p>	<p>Convergence and divergence in the media industry:</p> <ul style="list-style-type: none"> • AO Ch.3 • Jenkins, Henry. (2003). “The Cultural Logic of Media Convergence.” International Journal of Cultural Studies. 7(1). 33-43 <p>Supplement:</p> <ul style="list-style-type: none"> • Meyer, Christopher. (2008). “The Year of Marketing Dangerously.” Harvard Business Review. Oct. pgs. 26 – 27. • Horwitz, Robert. (2003). “On Media Concentration.” The Information Society. 21. p 181 - 204 	<p>Blogger #2 Assigned</p> <p>Ponderment #1 Due</p>

Week 5:

Mon., 2/24	Communicating to the 21st Century Consumer <ul style="list-style-type: none"> • AO Ch. 2; ADV Ch. 5 • “Time’s Running out for Myth that Keeps Marketers Eyeballing the Still-Coveted 18-49 Demographic,” Advertising Age, May 13, 2002, Hillary Chura 	
Wed., 2/26	The Internet as a Medium <ul style="list-style-type: none"> • ADV Ch. 13 	Blogger #2 Due

Week 6:

Mon., 3/3	Creating Brands <ul style="list-style-type: none"> • Review ADV Ch. 4 Holt, D (2002). How Brands Become Icons. Harvard Business School Publishing. Cambridge, MA. Ch. 6 – pgs 131 – 154.	Blogger #3 Assigned
Wed., 3/5	Creating Brands Continued	

Week 7:

Mon., 3/10	Social Networks <ul style="list-style-type: none"> • Barbasi, Albert (2002). <i>Linked: The new science of networks</i>. Cambridge, MA: Perseus Publishing. Ch. 4 Supplement: <ul style="list-style-type: none"> • Elberse, Anita. (2008). “Should you invest in the long tail?” <i>Harvard Business Review</i>. Jul/Aug 2008. p. 88 – 96 	Blogger #3 Due
Wed., 3/12	MIDTERM	

Week 8:

3/17 & 3/19	SPRING BREAK
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Week 9:

Mon., 3/24	Work Session	
Wed., 3/26	<p>Networked Marketing</p> <ul style="list-style-type: none"> • What’s All the Buzz About? Everyday Communication and the Relational Basis of Word-of-Mouth and Buzz Marketing Practices. Walter J. Carl. Management Communication Quarterly, 19(4), 601-634. 2006. (Bb) • Watts, Duncan J. and Peretti, Jonah. (2007). “Viral Marketing for the Real World.” Harvard Business Review. May 2007. p. 22 – 23. • Texeira, T. (2012). “The New Science of Viral Ads.” Harvard Business Review. <p>Review:</p> <ul style="list-style-type: none"> • McKinsey – Demystifying Social Media http://www.mckinseyquarterly.com/Demystifying_social_media_2958 	Blogger #4 Assigned

Week 9:

Mon., 3/31	<p>Networked Marketing</p> <ul style="list-style-type: none"> • What’s All the Buzz About? Everyday Communication and the Relational Basis of Word-of-Mouth and Buzz Marketing Practices. Walter J. Carl. Management Communication Quarterly, 19(4), 601-634. 2006. (Bb) • Watts, Duncan J. and Peretti, Jonah. (2007). “Viral Marketing for the Real World.” Harvard Business Review. May 2007. p. 22 – 23. • Texeira, T. (2012). “The New Science of Viral Ads.” Harvard Business Review. <p>Review:</p> <ul style="list-style-type: none"> • McKinsey – Demystifying Social Media http://www.mckinseyquarterly.com/Demystifying_social_media_2958 	
Wed., 4/1		Ponderment #2

	Work Session TBD	Assigned Blogger #4 Due
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Week 10:

Mon., 4/7	Work Session TBD	
Wed., 4/9	Measurement I <ul style="list-style-type: none"> • AO Ch. 4 	Ponderment #2 Due

Week 11:

Mon., 4/14	Measurement II <ul style="list-style-type: none"> • Parry, 2012, "Ecommerce adapts to Online Behaviors." <i>MultiChannelMerchant.com</i> 	
Wed., 4/16	Work Session TBD	

Week 12:

Mon., 4/21	Is it legal? <ul style="list-style-type: none"> • Review ADV Ch. 2 	
Wed., 4/23	Work Session TBD	

Week 13:

Mon., 4/28	Ethical Marketing I <ul style="list-style-type: none"> • "Truth in Advertising: Rx Drug Ads Come of age," Carol Rados, please find this at this site: http://www.fda.gov/fdac/features/2004/404_ads.html • Linn, Susan (2004). Consuming kids: The hostile takeover of childhood. New York, NY: New Press. Ch. 2 	
Wed., 4/30	FINAL PRESENTATION	

Week 14:

Mon., 5/5	Wrap up	
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