

Please note that this course syllabus is a general plan for the course.
Deviations announced to the class by the instructor may be necessary.

ADPR3120 (Media Planning) – Fall 2009

Instructor:

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Office Hours:

T-TH 11:00-12:00
by appointment

Prerequisites: ADPR 3100 and STAT 2000, 2210, or 4210

Introduction to the Course:

Media today is about creativity and innovation, not just placing creative executions.
(Judy Franks, Vice President of Brand Behavior at EnergyBBDO)

If you are talking about reaching the consumers, you are missing the point. You can reach anybody. The challenge now, because of multitasking, is connecting with consumers.
(Wenda Harris Millard, Chief Sales Officer, Yahoo! Inc.)

In this course, we focus on challenges and procedures involved in media planning, that is, in getting promotional messages to people. In a complex media world, rich with new possibilities and new uncertainties every day, the task is at once challenging, frustrating, and exciting. Through no choice of our own, advertisers are relinquishing control to consumers who not only control their exposure to advertising messages, but also generate and distribute content. We must not only develop insights into how consumers engage with our products and services, but also into how they gather information about those products and services, and how media “fit” into their everyday life.

All this is happening in an industry hooked on accountability and return on investment.

And, because the lines between communication functions are increasingly blurred (what, after all, *is* advertising?), our understanding of other promotional tools (e.g., public relations, trade/consumer promotions, etc.) is vital to developing integrated marketing communication plans.

“Traditional” mass media—television, radio, cable, newspapers, magazines, outdoor—will be our starting point; we’ll talk about contemporary developments, issues, and trends in those media. However, equally important, we’ll make every effort to keep informed about the “contemporary chaos” of the digital revolution: podcasts, UGC (user-generated content), blogs, search, social networking, mobile media, webisodes, and the seemingly endless media possibilities appearing and disappearing at an ever-accelerating rate.

Learning Objectives:

As we undertake a variety of class activities, it is useful to reflect on the learning outcomes you can expect. In this course you will:

- develop a basic understanding of the “traditional” mass media and “emerging” media, and their use as advertising vehicles;
- develop an awareness and an understanding of contemporary developments, discussions, and controversies in advertising and particularly in media strategy;
- expand your knowledge of/facility with the language of media planning and buying;
- become familiar with information sources available for advertising media decision-making, learn to evaluate the data provided by those sources, and develop skills in using several of them;
- explore how advertising is necessarily integrated with other promotional tools to create a marketing communication plan;
- develop a communication plan which will include a situation analysis, media objectives, strategies, rationale and evaluation, as well as the strategic use of other promotional tools in response to a marketing/communication problem; and
- enhance your communication skills, both oral and written through formal and informal tasks, and your interpersonal and leadership skills through collaboration and group work.

Required Texts:

- Katz, Helen, *The Media Handbook*, 3rd ed., (Mahwah, NJ: Erlbaum, 2007).
- Reading packets will be available at Bel-Jean Copy/Print Shop on Broad Street
- A subscription to a free web source specifically focused upon media issues, such as:

MediaPost (mediapost.com)

adage.com

mediaweek.com or its sister sites: adweek.com and brandweek.com

You will begin receiving a series of media-related material via e-mail; you absolutely *don't have time* to read them all. Advertising folks don't have time to read them all either. What to do? Scan the headlines in the e-mail, read articles that seem particularly important (interesting, shocking, etc.). Print or save those you view as most relevant, and delete the remainder (students in previous semesters often used a separate g-mail account so they had more space and could separate this material from their UGA e-mail).

Subscribing to this type of news source is intended to provide a “backdrop of reality.” At first, it will overwhelm and frustrate. Soon, however, you'll develop a way to deal with the information, determine which is relevant, and build your knowledge base of contemporary conversations in the industry.

Responsibilities:

Your grade in this course will be based upon the following activities:

Attendance, Participation, Attitude	15%
Assignments	25%
Exams (2 @ 15%)	30%
Final Communication Plan	30%

Attendance, Participation, Attitude (15%)

- Attendance** each day is expected; not mandatory, but I will take roll each day
- Participation** has a number of dimensions. Among these are:
 - Preparation**—reading and carefully considering the assigned material each day as well as keeping informed about contemporary advertising/media events.
 - Sharing**—listening as well as speaking
 - Openness** to new ideas, challenges to your understanding, and viewpoints that may be different than your own.
 - Quality and depth** of your comments.
- Attitude** includes a number of dimensions related to **civility**:
 - Promptness ...come on time**
 - Be **awake, alert, engaged**, perhaps even **enthusiastic** (eye contact is helpful)
 - Exhibit **common courtesy** and **listen attentively** (no cell phones, messaging, crosswords, surfing the web, e-mail, side conversations, newspaper reading. In other words, take a break from multi-tasking)

Assignments (25%)

There will be a number of relatively short assignments throughout the semester. Some are designed to develop your understanding of various media concepts, data resources, and problems involved in media decision-making. Others are simply to encourage reflection on particular issues or add depth/dimension to your understanding. These assignments will take on a variety of formats: short essays, problems, in-class quizzes, work with data sources, etc. Assignments are **due at the beginning of class** on dates specified in class and **absolutely no late papers will be accepted, except in instances of documented illness or family emergency,**


Exams (2 @ 15% each; 30%)

There are two exams. The first is tentatively scheduled shortly before midterm; the second is near the end of the semester. The format of these exams will vary and will be discussed in class. There is no final in this course.

Communication plan (30%)

This is a *group* project in which you apply your conceptual knowledge and understanding of the media-planning process by developing and presenting an integrated communication plan. Your grade on this plan will include **peer evaluation** of your contribution to the team effort involved in completing the project successfully. Negotiation and compromise are important dimensions of teamwork. At this point, plan on group presentations of the plan during the final exam period.

Grading System

The scale I will use in calculating your final grade 

Points	Grade	GPA Calc.
94-100	A	4.0
90-93	A-	3.7
88-89	B+	3.3
84-87	B	3.0
80-83	B-	2.7
78-79	C+	2.3
74-77	C	2.0
70-73	C-	1.7
60-69	D	1.0
<60	F	0.0

Academic Honesty:

All academic work must meet the standards contained in “A Culture of Honesty,” the University of Georgia policy on academic honesty. Each student is responsible to inform him/herself about those standards before performing any academic work.

The penalties for academic dishonesty are severe. Please read the policy at:

<http://www.uga.edu/vpaa/polproc/ahpol/main.html>

Americans with Disabilities:

Students with a disability or health-related condition who need class accommodations should fill out the necessary forms at the Disability Resource Center immediately and make an appointment to talk with me as soon as possible so that we can make the necessary arrangements.

Director: Karen Kalivoda
Location: Clark Howell Hall
Phone: 542-8719 or 542-8778 (TTY)

You can make the course more useful:

Again, because changes in advertising, and particularly in media planning are happening very quickly, and because the job market is extremely competitive, it is absolutely essential for you to be informed about current issues, controversies, and industry practices. In addition to checking your on-line mailings, make it a part of your routine now, to look at **trade publications** such as *Advertising Age* (adage.com is available at no cost); advertising-related business articles in the **business press** such as *The Wall Street Journal* (on-line access requires subscription, but articles can be obtained via lexis-nexis) *Business Week* (businessweek.com), and *Fortune* (fortune.com); and the **popular press** such as *The New York Times* (nytimes.com; business news→more business news→media and advertising).

A Final Comment:

Any course is in part a reflection of what the professor identifies to be important and essential knowledge and skills. I expect you to **work hard**, but hope you will enjoy doing so. I feel very strongly that in addition to building your **knowledge base**, mastering the **basic terminology and concepts**, tuning in to **contemporary issues** and developing the **ability to think strategically**, each and every one of you should possess **strong oral and written communication skills**.

As such, I value **thoughtful class participation** and I reward **careful grammar, logic**, and **presentation** in written assignments.

This course can be difficult, frustrating, and time-consuming (particularly at the end of the semester). However, I guarantee that what you learn will be invaluable in your remaining coursework and in your advertising career. I am here to help you learn, to build your enthusiasm for media planning, and to **increase your confidence in your ability to deal with a wide range of media-planning issues**. Stop in and see me or e-mail me (I check e-mail on a fairly regular basis.) with any questions about the course, assignments, or advertising in general. If office hours are not convenient for you, we can make an appointment. Always feel free to ask questions in class.

Testimonials **(received from students doing summer internships)**

I really feel like I have such an advantage over the other interns because of all I've learned in your class. In one of our first seminars, I was the only one who even knew what Mintel reports, MRI and Simmons were, much less the only one that knew how to use them! And I've actually had to use Mintel on several occasions and it was nice not to have to ask how to do it!

I could have given the Media Planning seminar - we talked all about upfront buying, Nielsen ratings, the advantages/disadvantages of different media and about fifty other things that I knew like the back of my hand. So I really just wanted to say thank you - thank you for teaching me things that I'm actually using in what you might call the "real world."

I just wanted to shoot you a quick email saying that I'm going to a sales call at 3pm on how to read a cross-tab report, and it's funny because I already know how! Haha...I actually taught someone how to do it the other week, but this call is mandatory so maybe I can show them a thing or two ;)

My Teaching Philosophy

*I want you to enjoy the classroom experience, though I recognize this can't always happen: sometimes learning is extremely hard; sometimes disruption of your expectations makes you uncomfortable. I want you to always choose to learn and experience more, to be fascinated by reading and the creation of new knowledge and artistic expression, to be motivated to write well and articulate clearly so that you might always "make yourselves known". I want you to develop skills of critical thinking and self-reflection, to never be satisfied with the way things are, to seek to open up spaces for discussion and transformation. I want you to feel both a sense of **urgency** and a sense of **agency** to enter those spaces. And finally, I want you to recognize that if this world is to be a better place, you cannot be uninvolved.*

These are the goals that guide my teaching on a daily basis.

Tentative Course Schedule and Tasks

August 18 **Welcome/introduction to the course**

August 20 **Media planning in the context of marketing and advertising**

- Katz, Chapter 1, "What is Media?"

August 25 **Media planning in the context of marketing and advertising (con't)**

- Belch, George E., and Michael A. Belch, *Advertising and Promotion: An Integrated Marketing Communications Perspective*, 7th ed., (Boston: McGraw-Hill Irwin, 2007), Chapter 1, "Introduction to Integrated Marketing Communications," 1-35.

August 27 **Response to the "contemporary chaos"— The advertising industry. marketing, marketing concept, marketing mix, promotional mix; marketing→IMC→IM; bundled→ unbundled→rebundled(?); implications for advertising: philosophical, pragmatic (i.e., in practice), structural.**

- Seward, Lisa, "The Department: Embracing the Blank Page," *Media Magazine*, 1/13/ 2006.
- Seward, Lisa, "A Pre-Nup for Media-Creative," *Media Magazine*, April, 2006.
- "Agencies Rethink Wall Between Creative, Media," *Wall Street Journal*, March 1, 2006, B3.
- Garment, John, "The Need for Partnership at a Time of Fragmentation," *Advertising Age*, 7/21/08
- An Interview with Judy Franks, Vice-President of Brand Behavior, EnergyBBDO, Chicago.

September 1 **Getting started on a communication plan. You've been asked to solve a marketing problem. How to start? Where to start?**

- ❑ Katz, Chapter 2, "Media in the Marketing Context."

September 3 **Situation analysis, Pt. I: understanding the marketing *situation*; Pt. II: doing a SWOT *analysis*. Let's look at some sources of the information you might need. The art and science of creating a consumer profile. Where to we get the information we need?**

- Mintel ▪ MRI
- VALS ▪ PRIZM

- ❑ Belch, George E., and Michael A. Belch, *Advertising and Promotion: An Integrated Marketing Communications Perspective*, 7th ed., (Boston: McGraw-Hill Irwin, 2007) "The Target Marketing Process," 44-52.
- ❑ Review: Belch, George E., and Michael A. Belch, *Advertising and Promotion: An Integrated Marketing Communications Perspective*, 7th ed., (Boston: McGraw-Hill Irwin, 2007), Chapter 1, "Introduction to Integrated Marketing Communications," 1-35.

Labor Day

Labor Day, the first Monday in September, is a creation of the labor movement and is dedicated to the social and economic achievements of American workers. It constitutes a yearly national tribute to the contributions workers have made to the strength, prosperity, and well-being of our country.

Department of Labor

September 8 **Creating a consumer profile (con't). Choices—a visit to the library**

September 10 **One last component of the situation: competitive advertising expenditure analyses. Now, on to the analysis of the situation.**

- ❑ SWOT Analysis Worksheet

September 15 **SWOT's done; now what? Moving from a marketing objective to an advertising objective and ultimately to a series of media objectives. A brief discussion on understanding consumer behavior.**

- ❑ Katz, Chapter 3, "Developing Optimal Media Objectives".
- ❑ Katz, review "Getting to Know the Consumer," 11-17.

October 8, 13 **Broadcast and electronic media—terminology, concepts, audience and cost data—sources of information—television**

- ❑ Katz, 48-66 108-110; 153-158

October 15 **The contemporary broadcast world. (What is TV?) What I'd like to do during this period is to have us discuss the relevance of what we have learned about broadcast media in today's "contemporary chaos." Changes, trends, opportunities.**

- ❑ Any readings will be announced and made available

October 20 **Broadcast and electronic media—terminology, concepts, audience and cost data—sources of information—radio**

- ❑ Katz, 66-74; 110-112; 157-158

October 22, 27 **The basics of the so-called "print media," that is, newspapers and magazines. We'll be discussing concepts like circulation, rate base, total audience, readers per copy, etc.; as well as where you get that information.**

- ❑ Katz, 74-85; 113-117; 151-153

October 29 **The contemporary print world. Again, what I'd like to do during this period is to have us discuss the relevance of what we have learned about print media in today's "contemporary chaos." Changes, trends, opportunities.**

- ❑ Any readings will be announced and made available

November 3-5 **Out-of-home, digital world, social media, mobile media, blogging, viral, buzz, word of mouth, the virtual world, and any media that might develop in the time passed since I wrote this syllabus. We'll do this, I believe, primarily via small group presentations to keep each of you actively involved, give you a break from a class dominated by me, and enhance your presentation skills and your confidence in using those skills.**

- ❑ Katz 85-100; 116-119; 159-163

November 10 **Discussion of some media plan components and introduction to TelMar Review for EXAM II**

November 12 **EXAM II**

November 17-19 **Media Strategy. Strategic decisions that need to be made and information necessary to make them.**

- Sissors, Jack Z., and Roger B. Baron, *Advertising Media Planning, 6th ed.*, (Chicago: McGraw-Hill, 2002), Chapter 10, “Principles of Planning Media Strategy.”
- Kelly, Larry D., and Donald Jugenheimer, *Advertising Media Planning: A Brand Management Approach, 2nd ed.*, (Armonk, NY: M.E. Sharpe, 2008), Chapter 7, “Geography’s Role in Planning,” 75-83; Chapter 8, “Seasonality and Timing”, 85-91
- Review, re-read Katz, Chapter 6, “Creating the Plan.”
- Katz, Chapter 7, “Offering Alternatives.”

Thanksgiving

Give thanks ... enjoy family, friends, food

December 1-3 **We’ll see how things are going. Formal class meetings will be announced. We may meet to discuss questions you have about the written plan, or about presenting the plan media effectively. For now, let’s play it by ear.**

December 7 **Communication plans due (tentative)**

Final Exam Period **Presentations of final media plans during the regularly scheduled final exam period and celebration.**