

**The University of Hong Kong
HKU BUSINESS SCHOOL**

**HKU Business School
MKTG 3511: Advertising Management
First Semester of 2022 - 23**

GENERAL INFORMATION	
<p>Instructor: Dr. Vincent Zhang</p> <p>Email: pengvinz@hku.hk Office: KKL Room 821 Consultation times: by appointment</p> <p>Teaching Assistant: Ms. Yana Lo Course website: N/A</p>	
COURSE DESCRIPTION	
<p>This course equips students with necessary knowledge about advertising strategy design, implementation, and research. From the perspective of Integrated Marketing Communication (IMC), advertising aligns with other marketing mix factors (e.g., price, product attributes, distribution channels) a firm may possess to ensure the effective and efficient marketing information delivery. This is utterly critical in today's business environment which witnesses intensified competition and product homogeneity. Through effective and efficient marketing communication, the firm successfully undertakes product/service value proposition and builds stronger brand image, both of which leads to customer loyalty and sales elevation.</p> <p>Pre-requisite(s): MKTG 2501 Introduction to Marketing Co-requisite(s): N/A Mutually exclusive: N/A</p>	
COURSE OBJECTIVES	
<p>This course aims to offer students both theoretical frameworks and ready-to-use knowledge about advertising strategy development and management. Various teaching approaches (e.g., in-class lectures, guest speaking sessions, case discussions, individual/group projects) will be used to assist students to learn how to apply textbook knowledge to a real-world advertising practice.</p>	
FACULTY LEARNING GOALS (FLGs)	
<p>FLG1: Acquisition and internalization of knowledge of the programme discipline FLG2: Application and integration of knowledge FLG3: Inculcating professionalism FLG4: Developing global outlook FLG5: Mastering communication skills FLG6: Cultivating leadership</p>	
COURSE LEARNING OUTCOMES (CLOs)	
Course Learning Outcomes	Aligned Faculty Learning Goals (FLGs)
CLO1: Analyze and demonstrate how advertising is related to other marketing functions and promotional activities.	FLG1 FLG2 FLG3
CLO2: Evaluate the functions of advertising industry in an environment where it operates.	FLG2 FLG3 FLG4
CLO3: Utilize learned knowledge about advertising theories and management strategies to analyze and evaluate the role of media in marketing communication campaigns	FLG1 FLG2 FLG3 FLG4

CLO4: Develop the theoretical and analytical skills necessary for the initiation, execution, and evaluation of advertising strategies.	FLG1 FLG2 FLG3 FLG4
CLO5: Present and defend his/her recommendations, and critically examine and discuss the recommendations of others.	FLG1 FLG2 FLG5
CLO6: Demonstrate effective teamwork, teambuilding, leadership, listening, critical thinking, problem-solving, and communication skills.	FLG1 FLG2 FLG5 FLG6
COURSE TEACHING AND LEARNING ACTIVITIES	
Course Teaching and Learning Activities	Expected Study Hours Study Load (% of study)
T&L1: Lecture (including guest speaker sessions)	36 30%
T&L2: Case Study and Analysis	15 13%
T&L3: Group Project Report and Presentation	44 37%
T&L4: Self-study	25 20%
Total	120
Assessment Methods	
Assessment Methods	Brief Description (Optional) Weight Aligned Course Learning Outcomes
A1: Class Participation	Attendance, In-class discussions and contribution 10% CLO5, CLO6
A2: Case Study	Individual case report and group case presentation 15% CLO1, CLO2, CLO3, CLO4
A3: Group Project	<ul style="list-style-type: none"> • Written Report (20%) • Presentation (20%) 40% CLO5, CLO6
A4: Final Test	Open-book, take home test (students choose to answer two out of three essay questions) 35% CLO1, CLO2, CLO3, CLO4
Total	100%
Coursework / Final Test Ratio: <u>65</u> % / <u>35</u> %	
STANDARDS FOR ASSESSMENT	
Course Grade Descriptors	
A+, A, A-	<p>Outstanding performance on all (or almost all) learning outcomes.</p> <p><i>Demonstrates the ability to synthesize and apply the principles or subject matter learnt in the course, to novel situations and/or in novel ways, in a manner that would surpass the normal expectation at this level, and typical of standards that may be common at higher levels of study or research. Has the ability to express the synthesis of ideas or application in a clear and cogent manner.</i></p>
B+, B, B-	<p>Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.</p> <p><i>Demonstrates the ability to state and apply the principles or subject matter learnt in the course to familiar and standard situations in a manner that is logical and comprehensive. Has the ability to express the knowledge or application with clarity</i></p>

C+, C, C-	<p>Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.</p> <p><i>Demonstrates the ability to state and partially apply the principles or subject matter learnt in the course to most (but not all) familiar and standard situations in a manner that is usually logically persuasive. Has the ability to express the knowledge or application in a satisfactory and unambiguous way.</i></p>
D+, D	<p>Barely satisfactory performance on a number of learning outcomes</p> <p><i>Demonstrates the ability to state and sometimes apply the principles or subject matter learnt in the course to some simple and familiar situations in a manner that is broadly correct in its essentials Has the ability to state the knowledge or application in simple terms.</i></p>
F	<p>Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.</p> <p><i>Candidate demonstrated little evidence of basic familiarity with the assignment questions and relevant course materials. All the responses are not well organized, unclear or with insufficient elaboration.</i></p>

Assessment Rubrics for Each Assessment (Please provide us the details in a separate file if the space here is not enough)

Please see the attached document.

COURSE CONTENT AND TENTATIVE TEACHING SCHEDULE

Note: This class schedule is tentative and subject to changes at the instructor's discretion.

Week	Topics	Readings	Notes and Submissions
1	Course Introduction and Overview		Right before the next class meeting (September 6th), each student shall submit a bio covering your name, major, year, and your expectations for the class.
2	Introduction to IMC and the Role of IMC in Marketing Process	Chapters 1 & 2	
	Organizing for Advertising and Promotion and Perspectives on Consumer Behavior	Chapters 3 & 4	I will finalize the cases and distribute them either on Sep 12 th
3			
4	The Communication Process and Source, Message, and Channel Factors	Chapters 5 & 6	I will finalize and post the pitching question and other details for the group project.
			Finalize your team and submit the name of each team member to the instructor
	Establishing Objectives and Budgeting for the Promotional Program	Chapter 7	Let's finalize the presentation date for each team. I will post the results by EOD that day.

5	Media Planning & Strategy and Evaluation of Media	Chapters 10, 11, & 12	Due: Case Report One. Students are required to submit their case reports before the class meeting on that day. No late submission will be accepted.
6	Creative Planning, Development, Implementation, and Evaluation Guest Speaker Session (Feng Lu, project leader at Boston Consulting Group)	Chapter 8	Submit a one-page written report summarizing an actionable plan for your group project, including role of each student in your team, your understanding of pitch question, your plan to tackle the question (e.g., data collection, analysis, strategical framework to be used, media planning, etc.)
7	Reading Week (No Class Meetings)		
8	The Internet: Digital and Social Media	Chapters 15	
	Case Presentation: Two cases about social media influencer*		
9	Support Media and Direct Marketing	Chapter 13 & 14	
	Case Presentation: Two cases about banner ads and SEM*		
10	Measuring the Effectiveness of the Promotional Program	Chapter 18	Each team shall submit a one-page report updating the status of your group project (i.e., where you at, what to be done) by the end of the class.
	Case Presentation: Two cases about digital advertising measurement*		
11	Sales Promotion	Chapter 16	
	Case Presentation: Two cases about traditional advertising and IMC*		
12	Public Relations, Publicity, and Corporate Advertising	Chapter 17	
	International Advertising and Promotion / Regulation of Advertising / Others	Chapter 19 & 20 & 21	All teams shall submit a hardcopy of their presentations before 6:00 PM, regardless of their presentation dates.
13	Group Project Presentations		
	Group Project Presentations (cont'd)		

14	Final Test Prep/Revision (TBD)		
	Final Test		
15	No class meeting!		Due: 1. Peer evaluation of the Group Project shall be submitted by the end of the class. 2. Submit the final written report of your Group Project

* A detailed guidance for case presentation and discussion have been discussed and posted on Moodle. Groups shall present your learnings based on the schedule.

REQUIRED/RECOMMENDED READINGS & ONLINE MATERIALS (e.g. journals, textbooks, website addresses etc.)

Required textbook: *Advertising and Promotion: An Integrated Marketing Communications Perspective*, 12th Edition, by George Belch & Michael Belch, *New York: McGraw-Hill*

There will be handouts for students throughout the semester, as supplemental course materials. Details to be followed by the instructor.

MEANS/PROCESSES FOR STUDENT FEEDBACK ON COURSE

- Conducting mid-term survey in additional to SETL around the end of the semester
- Online response via Moodle site
- Others: _____ (please specify)

COURSE POLICY (e.g., plagiarism, academic honesty, attendance, etc.)

Class Attendance

Students are supposed to attend all guest speaker sessions. In case of emergencies, the student shall provide official documents (e.g., doctor's note) for the professor's review and approval (either before or after the guest speaker session).

No photography, video, or audio recording is allowed during the class.

Students are strongly encouraged not to use any electronic devices during the class.

HKU Regulations on Academic Dishonesty:

We are serious in students' ethical conducts. The University Regulations on academic dishonesty will be strictly enforced.

We do not tolerate students engaging in academic dishonesty which includes, but is not necessarily limited to, plagiarism, paraphrasing of someone else's ideas, unauthorized collaboration on out-of-class projects, cheating on in-class exams, and unauthorized advance access to an exam

Students are expected to be aware of what plagiarism is and how to avoid it. Please refer to the HKU policies on plagiarism.

Students should also be familiar with the HKU regulations and policies particularly on attendance, absence, examination, and copyright. Please refer to the HKU Undergraduate Student Handbook and HKU Examination Unit webpage.

Special Accommodations: If you have any condition, such as a physical or learning disability, which will require academic accommodations, please notify me within the first week of the class and I will strive to accommodate your needs.

Deadlines: All deadlines in the course are to be strictly adhered to. If you must turn work in late, I will deduct 10% for late submission penalty.

Technology: As a courtesy to both the instructor and your fellow students, all pagers, cell phones, electronic games, radios, CD/MP3 players, or other devices that generate sound must be turned OFF during class. Set phones to vibrate mode if you must use the phone in the *extreme conditions* (that are notified to me before class). During exam periods, cell phones **MUST BE TURNED OFF** and stored in your bag, purse, etc. It is also our department policy that laptops are **NOT** allowed in the classroom.

ADDITIONAL COURSE INFORMATION (e.g., e-learning platforms & materials, penalty for late assignments, etc.)

- The course outline (e.g., assessment methods and schedule) is tentative and subject to changes made by the instructor.
- Course materials will be uploaded to Moodle.
- Late submissions will result in grade penalties of at least 20% if no valid reason is provided.

MKTG3511 – Advertising Management Grading Rubrics

Class Participation (10%)

1. Students who do not attend class regularly cannot participate effectively and can easily lose one or more letter grades. Points will not be deducted for missing one or two classes (except the guest speaker sessions). However, for additional classes missed without proper documentation, points will be deducted.

2. Students are expected to contribute to the class discussion. If necessary, students may be called on to answer questions, give examples, and explain items covered in the lectures, cases, and other assignments. Your participation grade will take account not only of the quantity but also the quality of your comments.

Performance Level	Assessment Rubrics for Class Participation
A+, A, A-	Consistently actively contribute to the class discussions and activities by providing relevant and helpful examples and analyses, suggesting creative and insightful solutions, raising thoughtful questions, synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with thoughtful improvement suggestions in the future.
B+, B, B-	Actively contribute to the class discussions and activities by providing relevant examples and analyses, suggesting creative solutions, raising some thoughtful questions, occasionally synthesizing across readings and discussions, appropriately challenging assumptions and perspectives, expanding the class's perspective, and/or reflecting the group process and individual contributions to the group work with good improvement suggestions in the future.
C+, C, C-	Contribute to the class discussions and activities by providing some relevant examples and analyses, suggesting solutions but lacking creativity, raising questions for clarification, sharing ideas only based on required readings, and/or describing the group process and individual contribution to the group work with limited improvement suggestions in the future.
D+, D	Contribute to the class discussions and activities by providing limited relevant examples and analyses, suggesting incomplete solution, raising questions and sharing ideas not closely related to the topic being discussed, and/or including incomplete descriptions of the group process and individual contribution to the group work without improvement suggestions in the future.
F	Do not contribute or have limited contribution to the class discussions and activities by providing irrelevant examples, analyses, and solutions, raising questions and sharing ideas unrelated to the topic being discussed, and failed to reflect on the group process and individual contribution to the group work and to suggest improvement in the future or the reflection is unrelated to the objectives.

Case Study and Analysis (Group Assignment) (15%)

There are three assignments/study reports (with each accounting for 5% of the total scores) that will be administered throughout the semester. The assignments are designed to evaluate the students' capability to analyze business case report, identify the business problems, and offer feasible solutions.

Four to five students (dependent on the actual enrollment) shall form as a group to create the case report covering: 1. Recap the business situation faced by the firm(s) in a selected case report; 2. Identify the burning business questions/dilemma faced by the manager(s); and 3. Provide solutions based on what they have learned in this class. Supporting materials from third party sources (e.g., news report, academic studies, regular customers' social media activities, etc.) are welcomed.

To identify each individual's contribution more accurately to the report, the submission shall be marked with the contributor(s)' name(s) at the end of each section. The final score will be the sum of group-level evaluation (50%) and individual contribution (50%).

Performance Level	Assessment Rubrics for Class Participation
A+, A, A-	<p>Outstanding application and understanding of concepts and theories to analyze case and generate deep insight</p> <p>All or almost of the required questions are clearly and accurately responded.</p> <p>All or almost of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>
B+, B, B-	<p>Proficient application and understanding of concepts and theories to analyze case and generate deep insight</p> <p>Most of the required questions are clearly and accurately responded.</p> <p>Most of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>
C+, C, C-	<p>Moderate application and understanding of concepts and theories to analyze case and generate deep insight</p> <p>Some of the required questions are clearly and accurately responded.</p> <p>Some of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>
D+, D	<p>Partial application and understanding of concepts and theories to analyze case and generate deep insight</p> <p>Few of the required questions are clearly and accurately responded.</p> <p>Few of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>
F	<p>Poor application and understanding of concepts and theories to analyze case and generate deep insight</p> <p>Very few of the required questions are clearly and accurately responded.</p> <p>Very few of the responses are well organized, clear, fluent, and with sufficient elaboration.</p>

Group Project (40%)

The group project is comprised of a 15-minute presentation, followed by a written report at the end of the course. The length of the presentation is subject to change, dependent on class size.

In this project, four or five students¹, as a team, are asked to work on a fictitious client pitching initiative representing one of the top ad agencies based in Hong Kong. Each student will be responsible for one function at the agency (e.g., account service/project management, media planning, creative design, market research, etc.).

During the project, students are required to work together to analyze the business question provided by the potential client based on theoretical frameworks covered in this course (e.g., IMC, Customer Segmentation,

¹ Ideally, these students may from the same group for case study report/analysis generation.

etc.), collect both primary and secondary data (if any) to measure the scale of the business question, and identify feasible solutions (e.g., advertising creativeness, media planning, etc.) to the question.

While each student may work individually for her/his own function, they shall meet regularly throughout the semester to work as a team and ensure the consistency and measurability of their advertising strategy.

At the end of the project, students from the same team will present their results to the professor and the rest of the class using PowerPoint slides. Based on the presentation, the professor and the rest of the class will offer feedbacks. Next, students from the team shall submit a written report deliberately addressing the questions or concerns from the professor and other students. The marks will be evaluated based on the quality of their presentation, how much improvement they achieve in the follow-up written report, and the peer evaluation from your team cohorts.

Students of the same team shall label clearly their UIDs, full names, and functions on the cover page of the PowerPoint presentation and the written report.

Note: A detailed guideline about the group project will be distributed on September 16th, 2021 as marked on the course outline.

Peer Review Guidance

Each individual's score for his or her team's work = Team score × Peer evaluation on contribution (0 – 1.0)

Your contribution multiplier will be 1 (=perfect) if your peer evaluation score ratio equals or exceeds $1/n$, where n = total number of students in your team. For example, if your group has five members and the average contribution percentage your peers have given to you equals 20%, your multiplier will be 1 because you are considered to have contributed your fair share of effort to the teamwork.

Peer Eval Question:

How much percent do you think Student XYZ has contributed to the group project completion, in terms of project responsiveness, effort/time allocation toward the project, and team member mutual assistance.

Performance Level	Assessment Rubrics for Class Participation
A+, A, A-	Outstanding application and understanding of concepts and theories, methodologies, frameworks to generate deep insight Excellent written and verbal communication and teamwork skills.
B+, B, B-	Proficient application and understanding of concepts and theories, methodologies, frameworks to generate deep insight Proficient written and verbal communication and teamwork skills.
C+, C, C-	Moderate application and understanding of concepts and theories, methodologies, frameworks to generate deep insight Moderate written and verbal communication and teamwork skills.
D+, D	Partial application and understanding of concepts and theories, methodologies, frameworks to generate deep insight Partial written and verbal communication and teamwork skills.
F	Poor application and understanding of concepts and theories, methodologies, frameworks to generate deep insight Poor written and verbal communication and teamwork skills.

Final Test (35%)

The final exam will be an open-book format of two essay questions, which requires each student to *independently* complete during the designated period. (Three essay questions will be given and students are required to select two of them to answer.) All those questions will cover materials from lecture notes, discussions, and guest speaker sessions. The best way to prepare for the exam is to attend every class and take good notes.

Performance Level	Assessment Rubrics for Class Participation
A+, A, A-	All or almost all of the required questions are clearly and accurately responded. All or almost all of the responses are well organized, clear, fluent, and with sufficient elaboration.
B+, B, B-	Most of the required questions are clearly and accurately responded. Most of the responses are well organized, clear, fluent, and with sufficient elaboration.
C+, C, C-	Some of the required questions are clearly and accurately responded. Some of the responses are well organized, clear, fluent, and with sufficient elaboration.
D+, D	Few of the required questions are clearly and accurately responded. Few of the responses are well organized, clear, fluent, and with sufficient elaboration.
F	Very few of the required questions are clearly and accurately responded. Very few of the responses are well organized, clear, fluent, and with sufficient elaboration.