

## **MRKT301: MANAGEMENT OF PROMOTION**

### **1. Course Details**

Course Code:	MRKT301
Course Name:	Management of Promotion
Course Prerequisites:	MGMT 200, MRKT 200
Course Co-requisites:	None
Credits Hours:	Three (3) credit hours
Class Timing:	(45 contact hours)

### **2. Catalog Course Description**

A firm's promotional efforts focus on developing and managing integrated marketing communications. This course studies the planning and implementation of demand stimulating promotion, i.e., advertising, personal selling, sales promotion, and publicity/public relations. Promotion is seen as a key element of the marketing mix that contributes to an organization's cohesive marketing strategy.

### **3. Course Overview**

Good Integrated Brand Promotion is the result of hard work and careful planning. Students in this course will learn how to most effectively accomplish this and get the best results. Students will gain a solid understanding of the promotion element of the marketing mix. Integrated brand promotion is emphasized along with a presentation of the fundamentals of advertising and coverage of the hottest topics and latest trends.

### **4. Course-Level Learning Goals<sup>1</sup>**

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<sup>1</sup> A note on School of Management Course-Level Learning Goals: Learning goals are partitioned into those that are in support of the programmatic learning goals (Invariant), specific to the localized region of delivery (Contextualized), and specific to the domain expertise of the instructor (Instructor-Specific). The former two categories are required for all courses. Invariant "Assurance of Learning Validations" are specifically linked to the associated programmatic learning goal and objective, with course-level learning goals representing the programmatic goal as it applies to the context of the course. Learning goals that focus on knowledge acquisition (Bloom's Taxonomy) are not specifically or necessarily included into the course-level learning goals, although it is assumed that knowledge acquisition of all relevant business core fundamentals is addressed within each course. Examinations in class are used to provide feedback concerning knowledge and comprehension for the purpose of ensuring that students who have not mastered these will not advance through the curriculum. Attainment of knowledge within each core area is assessed by way of standalone testing of each student as a required part of the instructional program prior to graduation (e.g. ETS).

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(A) Invariant Learning Goals (In support of the BSBA Programmatic Learning Goal(s))<sup>2</sup>: Upon the successful completion of this course, the student will be able to:

- Design and implement an integrated marketing communications program
- Determine the most effective and efficient promotional tool(s) for a brand;
- Analyze ethical dilemmas of advertising professionals;
- Identify and analyze appropriate media for the use in a promotional plan; and
- Identify and explain global business issues related to the management of promotion, and innovations in marketing communications.

**1. Assurance of Learning Validations (Linked to the BSBA Programmatic Learning Goals)<sup>3</sup>:**

A1. Group Project

At the end of this course students will conduct primary and secondary research (e.g., with the use of the NYIT databases) in order to produce a written promotional plan. The promotional plan will include: (1) Introduction; (2) Situation analysis including analysis of product life cycle; (3) Key strategy decisions (e.g., objectives, target audience, product position); (4) A creative brief and creative plan; (5) media plan; (6) creative samples; (7) communication plan (e.g., sales promotion, public relations, direct marketing, Personal selling); (8) evaluation; and (9) budget, (10) ethical considerations. This project will be presented in class and will include a 25 slide PowerPoint. In addition, students are required to write a reflection piece to complete the Service Learning requirement.

The promotional plan developed by the student teams will be a response to a Service Learning current or previous case provided by the professor. Cases can be obtained through Catchafire.com or Edventure Partners. Our contact at Catchafire.com is Adrienne Schmoeker [adrienne@catchafire.org]. Edventure Partners can be contacted via the edventurepartners.com website or via email. If you are a faculty member interested in participating in an EdVenture Partners program and would like more information, please contact the Education Marketing Manager at: [emt@edventurepartners.com](mailto:emt@edventurepartners.com). For general information, please contact: [info@edventurepartners.com](mailto:info@edventurepartners.com).

<sup>2</sup> The degree of attainment for each course level learning goal is validated through the composite set of scores for the referenced Assurance of Learning Validations for that goal. For example, if a learning goal is followed by (A1), it implies that the average of the set of scores for Assurance of Learning Validation A1 forms the basis of assessment/attainment of the learning goal. Alternatively, if a learning goal is followed by (A3; A4; A6), this indicates that the composite set of scores for Assurance of Learning Validations A3, A4 and A6 are to be used to assess the degree to which this learning goal has been attained with equal weights applied to each set of scores. That is, the average of the scores for A3 is utilized and weighted equally (1/3) with the average for the scores of A4, and also A6. Unless specified otherwise, the weights are equal. In the latter case the weight for each Assurance of Learning Validation would be 1/3.

<sup>3</sup> A note on School of Management Assurance of Learning Scoring: Scores form the metric for the degree to which the validation (e.g. learning outcome) satisfies the associated learning goal or objective. Assurance of learning validation descriptions identify the criteria for each score that is to be given. All scores are scaled from 1-5 (1-poor, 2-fair, 3-good, 4-very good, 5-excellent). It must be noted that scores are to be differentiated from grades. Scores form a criterion from which an instructor will ascertain an overall grade for any instrument of assessment, and the overall assessment the student receives for an instrument is a "grade." A score is an extraction that specifically measures the degree of attainment of a learning goal and/or objective.

Six scores will be administered. The criteria for the five scores are (a) the quality and relevance of the research and the ability of the student to use the information in the development of the promotional plan (M2O1); (b) the quality of the promotional plan in terms of its analysis of the product life cycle and the implementation of a strategy appropriate for the life cycle of the product (MRKT-LO3); (c) the quality of the PowerPoint presentation based on its ability to be used as a communication tool (M2O4); (d) the quality the promotional plan in terms of its ability to achieve and measure the stated promotional goals (MRKT-LO1); and (e) the quality and relevance of the research and the ability of the student to use the information in the development of the media plan (MRKT-LO4). The criterion for the sixth score is the student ability to demonstrate an understanding of the ethical dilemma and an analysis of possible courses of action in the face of that dilemma (G2O2).

#### A1a. Social Media Strategy Assignment

Hootsuite University Individual Assignment

Faculty will register students to the free Hootsuite University training.

<https://socialbusiness.hootsuite.com/higher-ed.html>

Once the faculty has access, he/she can register students. The students will be required to complete the SCMD 150: Creating a Social Media Strategy workbook and apply the tools of social media to the creation of the promotional plan in A1.

The criterion for the score on this assignment is the student's ability to contribute to the development of a social media marketing plan (M3O2)

#### A1b. Reflection Piece

Students will write a 1-3 page summary of their experience and reflect on the outcomes as they relate to the learning goals of the content course and their own career aspirations. The student reflection piece should also address the following questions:

1. What previous classroom (academic) learning have you applied to the Service Learning? Consider academic theory, skills, and concepts in your response.
2. What did you learn from the Service Learning project? About the field of marketing and promotion? About the industry? About the company? About yourself? About NYIT?
3. How will this knowledge enhance future academic study and personal, professional, and civic development?
4. Describe a situation in which your beliefs or assumptions were challenged and how the experience altered your decision making processes?
5. Describe the collaborative work experience and how this contributes to cross-cultural and global understanding.
6. Articulate your understanding of the mission of your Service Learning client organization and its impact (bad or good) on the communities and organizations with which it interacts.
7. Identify your role in the consulting team and your contribution in satisfying the team's mission.
8. As a global citizen you have a responsibility to act as an agent of social change in and out of the workplace. Communicate how you've addressed this responsibility as a consulting team member and/or how your experience may help you fulfill this responsibility outside of the workplace.

**A2. Written Assignment**

Students will be asked to scan advertising industry press and read and respond to 1 article on the following topic:

- a. International Advertising or Promotion. A good place to look for these articles is by signing up for emails provided by the AAF smart brief at smartbrief.com. Students can also read the Wall Street Journal, Mediapost, E-marketer, Clickz, Search Engine Watch, or any advertising industry news. There is one score administered for each assignment. The criterion for the score on the third assignment is the student ability to demonstrate their understanding of the international advertising or promotion being presented (G3O1).

**A3. Class Participation**

Students will be asked to review current advertising, public relations, direct and interactive marketing. Each student is required to choose a date and a topic from the syllabus to make a 5 minute presentation of the example they found. (a good place to look is media post out to launch, but students can also find examples in magazines, newspapers, and other sources where advertising is placed). One score will be administered. The criterion for this score is the student's ability to utilize oral communication to effectively demonstrate knowledge (G1O2).

**(B) Contextualized (Globalized) Learning Goal(s):**

Upon the successful completion of the course, the student will be able to:

1. See Invariant Learning Goal 5 above.

Assurance of Learning Validation (In support of the Contextualized (Globalized) Learning Goal(s)): B1. See Assurance of Learning Validation A2, score 3 above.

**(C) Instructor Specific Learning Goal(s) (Optional): None.**

Assurance of Learning Validations (In support of the Instructor-Specific Learning Goal(s)): None.

**2. Teaching and Learning Methodology**

The School of Management's teaching and learning strategy is informed by contemporary indicators/sources that derive from its target market, specifically the millennial generation. In particular, behavioral traits for this generation are identified and form the basis of emphasis for the schools' teaching and learning methodologies. These methodologies are reflected in the school's mission statement by way of its TEMPOS campaign<sup>4</sup>. In addition, teaching and learning strategies are informed by institutional indirect assessment results, periodically collected and reviewed by the Office of Planning and Assessment and the school's faculty<sup>5</sup>. Teaching and learning strategies are also externally referenced systematically (e.g., the Annual Stakeholder's Conference) through continuing consultations with non-board key stakeholder groups, including employers, business and community leaders, accreditation and ministerial agencies, alumni, students, peer institutions, and business and governmental agency representatives.

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<sup>4</sup> Teaching and Learning Strategies: "TEMPOS and the Millennials," revised September 2008.

<sup>5</sup> E.g., Student Survey on Teaching Quality – Quantitative Data: School of Management.

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A component of all courses, as a part of the teaching and learning strategies, is to maintain academic rigor and to be intellectually challenging. This is validated in institutional survey results. However, School of Management faculty members utilize an overall collective portfolio of strategies/initiatives that obtain from the aforementioned sources in delineating those that are most appropriate or emphasized in the courses they lead.

In this course (MRKT301), four (4) prioritized teaching and learning strategies focus on:

1. active student engagement into the learning process;
2. innovative and creative thinking;
3. time management; and
4. service learning or community engagement.

All faculty members that instruct this course should consider how to execute the course to emphasize these key components of the strategies considered. Following a review of learning outcomes, faculty members consider how re-orientation of teaching and learning strategies might result in strengthening these outcomes, and adjustments are made, accordingly. Faculty members also consider how the School of Management Triple Platforms of Excellence (Professional Enrichment, Experiential Education, and Student Advancement) might be leveraged as a part of this strategy, and provide recommendations to the Directors of those platforms. The school also reviews the distribution of identified teaching and learning strategies periodically to ensure comprehension and the integration of each (from the designated list of approximately 20-25 strategies) within the curriculum. Finally, results from student teaching evaluations also provide indications of how various teaching and learning strategies are integrated into the course delivery. The following issues (indicator number is provided) are among those in the evaluations that bear on this review and analysis:

7. The amount of work in this course was appropriate.
15. The instructor was available for course related consultation and advice.
17. The instructor assigned challenging course work.
18. The instructor graded and returned student work and exams promptly.
19. The instructor provided helpful, constructive feedback on assignments and course work.
20. The instructor respected cultural differences and diversity among students.
21. The instructor incorporated information technology (e.g. computer or the Internet) in the course.
25. The instructor challenged me to think.

Along with teaching and learning strategies, the notion of student effort/time on task is also considered, although it is not necessarily driven by metrics. It is noted that the notion of student effort, specifically metric driven, is not a universally adopted approach<sup>6</sup>. However, if an instance occurs where student learning outcomes do not meet targeted academic standards, the School of Management utilizes indirect inputs in this area to explore the interdependencies between factors including the amount of work required in the course, the degree of challenge in the coursework, and level of critical analysis, among others<sup>7</sup>.

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<sup>6</sup> See the Victorian TAFE Association Response – Strengthening the AQF: Proposal, June 2009. East Melbourne, Victoria, Australia, retrieved from [http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA\\_Response\\_Strengthening\\_the\\_AQF.pdf](http://www.vta.vic.edu.au/docs/PositionDiscussion%20Papers/VTA_Response_Strengthening_the_AQF.pdf) on February 22, 2010.

<sup>7</sup> Sample data regularly collected through the New York Institute of Technology Student Rating of Courses/Teaching Form.

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This course will use a combination of instructor-led lectures enhanced using a combination of the following learning tools: textbook, handouts, PowerPoint presentations, videos, guest speakers, case studies, current articles found in newspapers and/or magazines, viewing of online material (e.g., websites, advertising) and a Socratic classroom environment.

**3. Required Resource(s)**

O'Guinn, Thomas C., Allen, Chris, & Semenik, Richard J. , and Angeline Close Scheinbaum (2014). Advertising and Integrated Brand Promotion. 7th Edition. Cengage Learning.  
 ISBN-10: 1-285-18781-4  
 ISBN-13: 978-1-285-18781-5

**4. Assessment Methodology and Grading Guidelines**

Instrument	Points	Time on Task <sup>8</sup>
Tests (two tests administered in class or online)	25 points (10 points for the midterm and 15 for the final exam)	20 hours
Class Participation (see A3)	15 points	10 hours
Written Assignments (see A2)	10 points	15 hours
GROUP Project: Written component (see A1)	25 points	30 hours
GROUP Project: Oral component (see A1)	10 Points	10 hours
Reflection piece	5 points	5 hours
Social Media Strategy Assignment (A1a)	10 points	10 hours
TOTAL	100 points	100 hours

**5. Grading Guidelines**

**6. Attendance Policy**

Students are expected to attend every class session. Instructors will inform students of the exact number of absences and late-arrivals permitted during the semester. Students who exceed these limits may be subject to failure. If a student misses any class or test, the instructor has the right to either grant or deny an opportunity to make up the work that was missed. In such cases, the instructor shall be the sole judge of the validity of a student's explanation for having missed the class or test.

**7. Deductions for Late Arrival, Early Departure, and Unexcused Absences**

**8. Policy for Make-Up Assignments or Quizzes**

**9. Classroom Behavior**

Behavior that disrupts, impairs, interferes with, or obstructs the orderly conduct, processes, and functions within an academic classroom or laboratory violates the student code of conduct and may result in disciplinary action. This includes interfering with the academic mission of NYIT or individual classroom or interfering with a faculty member's or instructor's role to carry out the normal academic or educational functions of his classroom or laboratory, including teaching and research.

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<sup>8</sup> An estimate of the period of time during which a student is actively engaged in a learning activity, excluding classroom contact hours.

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## 10. Students with Physical or Educational Challenges

It is the policy of New York Institute of Technology to provide reasonable accommodations for students who are otherwise qualified but have disabilities, including learning disabilities, health impairments, and other disabling conditions. Possible accommodations include, but are not limited to, test schedule modifications, class relocation, and possible assistance in acquisition of necessary equipment.

The college has an interest in helping students with disabilities to be competitive in this academic environment. Therefore, reasonable accommodations will be made upon proof both of disability and need for the accommodations. It must be understood that accommodations are meant to facilitate educational opportunities. Admission to NYIT and accommodations do not guarantee success. Therefore, in addition to accommodations, the college encourages utilization of auxiliary services available to all students to maximize opportunities for success. Students whose disabilities may require some type of accommodation must complete a request for accommodations form and an intake interview with their campus services coordinator prior to the academic semester. Accommodations may be requested at any time during the semester; however, accommodations cannot be applied to past failures, only to future academic endeavors. Appropriate modifications of accommodations will be worked out on a case-by-case basis and will not necessarily incorporate all requested changes.

Students for whom auxiliary services—such as readers, interpreters, note takers, etc.—have been approved should arrange these with their campus services coordinator. In addition to discussing appropriate educational modifications, the campus services coordinator will serve as a liaison with other college faculty and administration on behalf of students with disabilities.

## 11. Academic Integrity

Each student enrolled in a course at NYIT agrees that, by taking such course, he or she consents to the submission of all required papers for textual similarity review to any commercial service engaged by NYIT to detect plagiarism. Each student also agrees that all papers submitted to any such service may be included as source documents in the service's database, solely for the purpose of detecting plagiarism of such papers.

Plagiarism is the appropriation of all or part of someone else's works (such as but not limited to writing, coding, programs, images, etc.) and offering it as one's own. Cheating is using false pretenses, tricks, devices, artifices or deception to obtain credit on an examination or in a college course. If a faculty member determines that a student has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty has the academic right to 1) fail the student for the paper, assignment, project and/or exam, and/or 2) fail the student for the course and/or 3) bring the student up on disciplinary charges, pursuant to Article VI, Academic Conduct Proceedings, of the Student Code of Conduct. The complete Academic Integrity Policy may be found on various NYIT Webpages, including: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>

### 12. Topical Class Schedule

Topic	Chapter
The World of Integrated Brand Promotion	CH. 1
The Structure of the Advertising Industry: Advertisers, Advertising Agencies, and Support Organizations	CH. 2
Planning Integrated Brand Promotion	CH. 8
Social, Ethical, and Regulatory Aspects of Promotion	CH. 4
Integrated Brand Promotion, and Consumer Behavior	CH. 5
Market Segmentation, Positioning, and the Value Proposition	CH. 6
Promotion Research	CH. 7
Message Strategy	CH. 10
Executing the Creative	CH. 11
Exam 1, Chapters 1-8 and 10-11	
Media Planning Essentials	CH. 12
Media Planning: Print, Television and Radio	CH. 13
Media Planning: Advertising and IBP in Digital/Social Media	CH. 14
Support Media, Sales Promotion, and Point of Purchase Advertising	CH. 15
Event Sponsorship, Product Placements, and Branded Entertainment	CH. 16
Direct Marketing and Personal Selling	CH. 17
Public Relations, Influencer Marketing, and Corporate Promotions	CH. 18
Student presentations	
Exam 2	

### 13. Using the NYIT Library

All students can access the NYIT virtual library from both on and off campus at [www.nyit.edu/library](http://www.nyit.edu/library). The same login you use to access NYIT e-mail and NYITConnect will also give you access to the library's resources from off campus.

On the left side of the library's home page, you will find the "Library Catalog" and the "Find Journals" sections. In the middle of the home page you will find "Research Guides;" select "Video Tutorials" to find information on using the library's resources and doing research.

Should you have any questions, please look under "Library Services" to submit a web-based "Ask-A-Librarian" form.