



**Spring 2019**

Lectures        Tues & Thurs at 2:30 - 3:45 PM, Room 522 Corboy Law Center  
Instructor     Dr. Jing Yang, [jyang13@luc.edu](mailto:jyang13@luc.edu), Room 217, School of Communication  
Office Hours   Tuesday 10:00 AM -12:00 PM, or by appointment

**Suggested Textbook:** *Helen Katz, The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying, 6<sup>th</sup> Edition, Routledge*

**Suggested Online Materials:**

Search Engine Media Planning: Google Academy for Ads: Google AdWords  
Online Display Media Planning: Google Academy for Ads: Display & Video 360  
Online Video Media Planning: Google Academy for Ads: YouTube  
Social Media Planning: Hootsuite Academy; Facebook Blueprint  
Mobile Media Planning: Google Academy for Ads: Google Marketing Platforms-Mobile  
Analytics: Google Analytics Academy

**Course Description:**

This course covers the fundamentals of media planning and buying process and the changes occurred due to the fast development of technology in digital media. Students will be introduced to 1) the fundamental relationships among media, consumer, and advertisers; 2) the knowledge of advertising offerings in both traditional mediums and digital mediums with a focus on digital side, 3) the creation and development, measurement of strategic media planning and 4) data analysis & comprehension.

### **Course Learning Outcomes:**

Students who complete this course successfully will possess:

- Knowledge of the characteristics and advertising offerings of various mediums
- Knowledge of the key terms and basic calculations of media planning
- Ability to make strategic decisions in the media planning process
- Ability to create, present and implement strategic media plan
- Ability to evaluate and justify the media planning decisions

### **Course Requirement:**

- Fundamentally, students are expected to attend class on time, and be mentally present during the class.

#### ***Individual Report (10 points)***

- The students each will give a 10-minute presentation in the class. The presentation should showcase the student's understanding of either 1) a brand's use of various mediums in advertising campaigns or 2) a specific medium/media vehicle (e.g., SnapChat, Pinterest, Food NetWork, HGTV) and its advertising product offerings.
- For students who are analyzing a brand's use of various medium, the content should include an overview of the brand, its usage of various mediums regarding advertising practices. The target audience of the brand and the media usage habits of the target audience (must be supported by data-based evidence). Please evaluate the brand's media planning strategy, and provide justification of your conclusions.
- For students who are studying a specific medium, the content should include an overview of the chosen medium/media vehicle, its current media consumers and their characteristics. Please specify 2 – 3 advertisers that are advertising on this media/media vehicle and evaluate the advertisers' media plans with legit reasoning.
- The presentation should be presented through PPT slides (8 – 12 slides) with quality design, clear table/charts and supportive textual description.

#### ***The evaluation of your presentation includes the following aspects:***

- Relevance of the presentation
- Research depth and quality of the presentation
- Insightful personal analysis of the media plan
- Design and clarity of the presentation content
- Presentation flow and Class Engagement Level

### ***Group Projects (50 points)***

Students will work in a team of 5 members or less, select a brand of one's own choice to work with for the duration of the class. There is a total of 5 major group projects, including the first 4 group projects and the last final presentation. The first four group project will be submitted in pdf. format, and the final media plan presentation will be submitted in PPT format with a formal group presentation.

The following are the topics of each project.

Project #1: Search Media Planning (10 points)

Project #2: Display Media Planning – Print & Video (10 points)

Project #3: Social Media Planning – Owned & Paid (10 points)

Project #4: Traditional (or its digital equivalent) Media Planning (10 points)

Project #5: FINAL MEDIA PLAN PRESENTATION (20 points)

Detailed requirements for each of the group projects will be given in class. All group members are expected to contribute equally to the projects, in terms of time, effort, work quality and collaboration. A problematic member may be asked to leave the group and complete the projects individually. It is the group's responsibility to inform the instructor promptly of any problem in the group.

\*Late submission of the group projects will not be excused unless there is documented emergency that meets the school policy.

### ***Mini Exams (20 points)***

During the course, 2 mini exams will be given to examine students' intake of class information and peers' contribution (i.e., individual presentation and case discussion) to the classroom. Each exam will be composed of 20 questions, including 16 multiple-choice questions and 4 short essay questions. Students will be given the class time to complete the mini-exams. Absence from taking the exam will not be excused unless there is documented emergency that meets the school policy.

## **Course Assessment:**

### ***Assignment Weights***

Individual Report	10 points
Mini Exams	20 points
Group Project 1	10 points
Group Project 2	10 points
Group Project 3	10 points
Group Project 4	10 points
Final Group Project Presentation	20 points
Total	100 points

### ***Grading***

A 93-100	C+ 77-79
A- 90-92	C 73-76
B+ 87-89	C- 70-72
B 83-86	D+ 67-69
B- 80-82	D 64-66
	F below 64

## **Course Policy:**

Excused Absence: If you need to be absent from class, notify the instructor in advance with documented evidence that are permitted in the school policy.

Device Use: Unless explicitly required by the instructor for classroom purpose, no laptop, tablet, smartphone, or other electronic device shall be used for self-entertainment or interpersonal communication purposes in the classroom during the scheduled time of the class.

### Course Weekly Content Calendar (subject to change)

	TUESDAY	THURSDAY
Week 1: <b>Introduction</b> (Jan.15 <sup>th</sup> & Jan. 17 <sup>th</sup> )	Course Overview, Group Formation & Expectations & Introduction to Media	Media in the Marketing Context & Media Objectives Development
Week 2: <b>Digital Media – Search</b> (Jan.22 <sup>nd</sup> & Jan. 24 <sup>th</sup> )	Digital Media Landscape & Introduction to Search	Search- Google AdWords 1
Week 3: <b>Digital Media – Search</b> (Jan.29 <sup>th</sup> & Jan. 31 <sup>st</sup> )	Search – Google AdWords 2	Search – Google AdWords 3
Week 4: <b>Digital Media – Search</b> (Feb. 5 <sup>th</sup> & Feb. 7 <sup>th</sup> )	Search – Google AdWords 4	Search – Google AdWords 5 <b>Project #1 Due this Sunday</b>
Week 5: <b>Digital Media – Display</b> (Feb. 12 <sup>th</sup> & Feb. 14 <sup>th</sup> )	Display – Google Display 1	Display – Google Display 2
Week 6: <b>Digital Media – Display</b> (Feb.19 <sup>th</sup> & Feb. 21 <sup>st</sup> )	Display – YouTube Video 1	Display – YouTube Video 2 <b>Project #2 Due this Sunday</b>
Week 7: <b>Stage 1 Wrap-Up</b> (Feb. 26 <sup>th</sup> & Feb. 28 <sup>th</sup> )	Mini Exam 1	(TBD)
<b>Week 8: Spring Break</b>	<b>No Class</b>	<b>No Class</b>
Week 9: <b>Social Media Planning</b> (Mar.12 <sup>th</sup> & Mar. 14 <sup>th</sup> )	Social - Owned	Social - Paid
Week 10: <b>Social Media Planning</b> (Mar. 19 <sup>th</sup> & Mar. 21 <sup>st</sup> )	Social – Paid	Social – Paid Influencer
Week 11: <b>Social Media Monitoring</b> (Mar.26 <sup>th</sup> & Mar.28 <sup>th</sup> )	Social Monitoring	<b>No Class</b> <b>Project #3 Due this Sunday</b>
Week 12: <b>Traditional in Mobile Media</b> (Apr.2 <sup>th</sup> & Apr.4 <sup>th</sup> )	Mobile Media – News App	Mobile Media – Radio App
Week 13: <b>Traditional in Mobile Media</b> (Apr.9 <sup>th</sup> & Apr.11 <sup>th</sup> )	Mobile Media – Video App	Mobile Media – Game App
Week 14: <b>Media Plan Strategy</b> (Apr.16 <sup>th</sup> & Apr.18 <sup>st</sup> )	Strategic Combination I	Strategic Combination II <b>Project #4 Due this Sunday</b>
Week 15: <b>Final Presentation</b> (Apr.23 <sup>th</sup> & Apr. 25 <sup>th</sup> )	Scheduled Group Presentations	Scheduled Group Presentations

## APPENDIX

### **School of Communication Statement on Academic Integrity**

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>. In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans. 7

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

*(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)*

#### **Technology (Info Provided by LUC)**

This course will require the use of technology. While students are not expected to own any specific technology for this course, they will be required to use technology to access course content, to complete and submit assignments and to communicate with the instructor and other students outside of designated class times.

The University has provided each student with a Loyola network ID to access institutional resources. It is expected that electronic communication with students will be via the Loyola ID and Loyola's email system, which can be accessed at: <https://outlook.luc.edu/>.

Your Loyola ID and password is your main resource for accessing Loyola systems. The Password Self-Service systems allows students, faculty, and staff on the University network to reset their own network password quickly and independently. Go to: <http://www.luc.edu/its/services/password-self-service.shtml> to learn more and to manage your password.

Course materials will be provided via the Sakai learning management system, which can be accessed at: <https://sakai.luc.edu/>. It is expected that students will access and submit assignments and other coursework via the Sakai system using their Loyola ID and password.

This course may include online activities such as live (synchronous) or outside of designated class time (asynchronous) activities. For online synchronous activities the instructor may require the use of computers with webcams and microphones. For these types of activities, it is expected that students have access to and setup the necessary equipment prior to the online class. To learn more about technology support for online course activities go to:

<http://www.luc.edu/online/resources/technology/>.

Digital Media Services (DMS) manages and maintains a number of multimedia and digital media computer labs and services across the Lake Shore and Water Tower campuses. Students can visit the labs to checkout various technologies, receive consultation, and access various types of training for coursework. More information on hours of operation can be found at: <http://www.luc.edu/digitalmedia/>.

While the instructor will provide access to certain technologies and course materials within the Sakai learning management system, students may require additional technology support. The Information Technology Services (ITS) Help Desk provides general technology support. Please note that while the ITS Help Desk provides extended hours of support, it is not a 24-hour service. To learn more about Help Desk services and the hours of operation please go to:

<http://www.luc.edu/its/helpdesk/>.