

## **BU Composite Course Syllabus COM CM 406:**

**Course Number and Title:** CM 406 – Brand Advertising & Promotion

**Instructor/s Name:** Dr Peter McDonald

**Course Dates:** Spring, and Fall Semesters

**Office Location:** BU Sydney Programs, Australia, a division of BU Study Abroad. 15-25 Regent Street, Chippendale. NSW

**Course Time:** This course runs for 40 hours across a 7-week teaching session (intensive delivery) and meets twice per week.

**Location:** Classrooms, BU Sydney Academic Centre, Sydney, Australia

**Course Credits:** 4 BU credits and 1 BU Hub units (Oral and/or Signed Communication)

**Contact Information:** email: [teamjest@bu.edu](mailto:teamjest@bu.edu); mobile: 0414 452 231

**Office Hours:** 10 minutes prior to and following class; or via a scheduled appointment

**Principal Lecturer:** Peter started at BU in 2007 having previously taught at Sydney University, UTS and CSU. He is an experienced marketing practitioner with a genuine passion for teaching, applied and shared learning.

**Guest Lecturers:** Two Guest Lecturers – **1.** Jono McCauley - Founder/Creative Director of Elevencom, a highly successful Australian-owned independent creative agency; and **2.** Alex McIntosh - Client Partnerships' Director at Ooh Media, the acknowledged leader in its sector, who works directly with Marketers to optimize their media investment.

Both Guest Lecturers are used because of their innate ability to empathise and interact with the students and readiness to share current experience and learnings.

### **Question-driven Course Description:**

This course enables students to address fundamental ongoing questions brand marketers face:

1. What do you need to know about a company and its brands before you can effectively plan a brand advertising & promotional campaign?
2. How do you decide which mix of internal & external brand development capabilities are the most agile and efficient delivery approach?
3. What impact do the various components of a company's brand offering (tangible or intangible) have on the performance of its brand advertising & promotional campaign?
4. How do customer decision journeys & purchase behaviour influence the channels/media/platforms, timing, and messaging that are used?
5. What are some of the key marketing investment choices that you will need to evaluate?
6. How do you determine the success of a brand campaign, in both the short-term and the long-term?
7. Will a brand campaign that has proven successful in one culture be readily transferable and equally successful in another culture?

### **The ways students will answer these questions?**

Students will answer the above questions through actively participating in lecture/workshop sessions, class-wide discussions and exercises, examining recent cases of evidence-based effective brand campaigns, interacting with highly experienced industry experts, making in-class presentations, and ultimately preparing a strategic brand campaign analysis ppt document which comprises extensive research, thoughtful analysis, and astute interpretation.

### **Hub Learning Outcomes**

#### **Capacity: Communication**

#### **Area: Oral Communication – one unit**

##### *Learning Outcome – Criteria*

*BU students should be able to communicate information in a clear and coherent formal oral presentation, to engage responsibly with others, and to make use of a range of disciplinary-appropriate informal oratory. As with writing, effective communicators should prepare remarks with an awareness of their purpose and their audience. Because oral communication is generally interactive, students should be able to attend and respond thoughtfully to others. They should also understand that public presentation serves as an essentially civic function as a means of participating in collective debate and decision-making.*

*Courses and co-curricular activities in this area must have all outcomes.*

#### **How will the course address Learning Outcomes for this area?**

##### **Learning Outcome 1**

*Students will be able to craft and deliver responsible, considered and well-structured oral arguments using media and modes of expression appropriate to the situation.*

### **How does the Course achieve this outcome?**

Anyone working in the marketing/advertising sphere needs to be able to tell stories, whether real or imagined, to stimulate either creative or thought processes, ultimately for commercial benefit.

An authentic task such as the 'reflective' brand exercise (Week 1) gives students their first in-class opportunity to practice storytelling in a safe, supportive environment. Referencing their favourite brand (i.e. brand they regularly consume) students tell classmates about the nature of their brand relationship and associations, and answer questions. All students receive real-time feedback and each student's favourite brand (FB) is noted for future authentic task, in-class use.

The 'brand positioning' exercise (Week 2) is another authentic task, started in-and completed out-of-class.

Students rough draft and in-class orally present a short-form positioning statement for their FB. Overnight they re-work their FB positioning statement and prepare another positioning statement for a brand referenced in-class.

Students present both positioning statements in the next class, answer classmate questions, and receive real time feedback; all finalised positioning statements are distributed to all students.

### **Learning Outcome 2**

*Students will demonstrate an understanding that oral communication is generally interactive, and they should be able to attend and respond thoughtfully to others.*

### **How does the Course achieve this outcome?**

The mini-Ad analysis is another authentic task (Weeks 2-4) whereby students choose which campaign example they will analyse, simply document, then informally present (with accompanying video) in-class.

Although their campaign of choice, the core target group of the campaign is often not the student per se. This elicits more challenging, probing questions from their classmates that oblige students to both anticipate and provide, in-class, more thoughtful responses.

### **Learning Outcome 3**

*Students will be able to speak effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.*

### **How does the Course achieve this outcome?**

Guest Lecturer presentations, held in their office/s, occur in Week 3.

Students are briefed beforehand to investigate the Guest Lecturers' LinkedIn profiles, business capabilities and websites. In turn, student details are (privately) shared with the Guest Lecturers when finalising the structure and content of their presentations.

Students are primed to purposefully ask questions, either pre-prepared or prompted at-the-time, that enrich their understanding of current practice. A specific exam question assesses how well students have used this opportunity, while spontaneous student feedback indicates how it has often enhanced their Internship experience.

Oral presentation of extracts of the Strategic Brand Campaign Analysis (SBCA) 4<sup>th</sup> assessment (Week 6) is a pinnacle authentic task. Presentations are assessed on substance (content and evidence) and engaging manner. While non-presenting students are under normal pressure to both learn from and ask value-adding, thoughtful questions about what has only just been shared with them.

## **Other Outcomes**

### **Study Abroad Sydney Program Outcome:**

The student will “demonstrate knowledge of Australian culture and society with respect to a combination of the following areas: Australian politics, industry, science and technology, economics, social policy, environmental policy, literature and the arts, film, marketing, advertising, and mass media”.

## **Instructional Format: Lecture, Seminar, Field Trips and Guest Speaker Pedagogy**

The course uses a blend of interactive lecture/workshop sessions, individual student informal and formal presentations, benchmark campaign cases and past-student assessments/work, and multi-country campaign examples. Class-wide discussions and exercises, as well as the interchange with guest speakers, are not only designed to enrich students understanding of key theoretical concepts but also validate their application in practice.

Students are required to progressively download, review, and reflect upon the relevant course materials in Blackboard Learn, before attending each class.

## **Courseware**

[www.bu.edu/learn](http://www.bu.edu/learn)

This is an active online link to all materials including the course outline, lecture modules, relevant articles/readings/models, Australian Effie/Effectiveness reports and extracts’ summaries. Included in the course outline are scorecards for each assessment with the marking criteria, ratings and/or weightings for each assessment item.

## **Assessment Items and Grading**

- |  |       |
|--|-------|
| 1. Contribution/Participation            | – 10% |
| 2. Mini-Ad Analysis/Presentation         | – 10% |
| 3. Brand Topic Paper                     | – 25% |
| 4. Strategic Brand Campaign Analysis Doc | – 25% |

- |   |       |
|---|-------|
| 5. Strategic Brand Campaign Analysis Pres | – 10% |
| 6. ‘Open Notes’ Final Examination         | - 20% |

Refer to the Attached Appendix for the Directions given to students for Assessments 2-6 which replicate authentic tasks.

### **Course Assessment Criteria/Scorecards**

1. Contribution/Participation is based on: **a) quality of contribution** – critical analysis, contribution to understanding, relevance of example/s given; and **b) attitude to learning** – level of preparation for class, ability to stimulate further discussion.
2. Mini-Ad Analysis/Informal Presentation – refer to the attached Appendix for scorecard with marking criteria and the five-point rating scale applied equally to each. This assessment is specifically designed to initially ‘*test-drive*’ some of the key concepts more fully developed in the Strategic Brand Campaign Analysis assessment (hereafter SBCA).
3. Brand Topic Paper – refer to the attached Appendix for scorecard with the specific marking criteria, rating scale and weightings for each.
4. SBCA Document – refer to the attached Appendix for scorecard with the specific marking criteria, and rating scale applied.
5. SBCA Presentation – refer to the attached Appendix for scorecard with the specific marking criteria, rating scale, and weightings applied to each.
6. ‘Open Notes’ Final Examination – represents a final opportunity for students to demonstrate their ability to perform authentic tasks. Consists of a ‘mandatory’ question based on the Effie cases, then the choice of **2** others from either **4** x case-type questions or **12** x **True/False** mini-questions that equate to a case-type question. In net, **3** written answers in 2hours – approximately 3-4 pages per question.

### **Resources/Support/How to Succeed in This Course:**

There is the opportunity for students to meet the professor face-to-face either ahead of, or following class times; students can also make contact for longer meeting times via email or submit questions via email.

The way for students to succeed in this course is to keep pace with the directions given in the final Column of the ‘Course Flow/Activities’ schedule (refer to pages 11 and 12 of the attached Appendix).

Being prepared for each scheduled class will mean that students reap more from lectures, workshops, interactive class discussions, and guest speaker presentations. Time management is crucial to such success, as is an open and enquiring mind.

When writing or presenting, it is crucial that students are guided by the Grading Criteria Scorecards and Directions provided as a means to successful navigation of the specific assessment's requirements.

There is also ample material on the BU Blackboard Learn site for students to expand their contextual knowledge. Also, the BU Sydney library team provides invaluable research assistance and can arrange a semester loan of reference books highlighted by the professor.

Professors are notified of students with documented disabilities or special needs ahead of first classes and offer assistance to these students in line with BU policy.

### **Course Content/References/Readings/Websites/Sources**

Refer to the Appendix in separate downloaded document for full details of the above course materials.

### **Detail of Class Meetings: Date, Topic, Assignments Due, Articles Readings Due, Student Activities/Presentations**

Although the session-by-session 'Course Flow/Activities' schedule in the separately downloaded Appendix is intended to be final, it may, from time to time, be necessary to alter it. Should changes be needed, students will be given adequate time to accommodate them. In all such cases, students will be individually notified and a message will be posted on Blackboard Learn.

Any student missing class without verifiable extraordinary reasons will be penalized through grade deduction in fairness to those who do attend. This includes any guest speaker sessions, and field trips. There are also grade penalties for late submission of written work or missing a final examination. Late work attracts a penalty grade deduction of 5% per day of the grade; missing an examination is generally considered as an omission of that grade weighting from the student's overall mark. In both these cases, however, should the student show just cause (illness, extraordinary circumstance) for their late submission or missing of an exam, the Sydney Program Academic Director will give due consideration to their case.

### **Community of Learning: Class and University Policies**

1. Course members' responsibility for ensuring a positive learning environment (e.g. participation/discussion guidelines).

**It is the responsibility of both the professor and all student members of the class to ensure a positive learning environment. It is thus understood that any member of the class who demonstrates behavior which undermines this positive learning environment will: firstly, be questioned and counseled regarding this behavior seeking a satisfactory outcome; secondly, upon further recurrence, be brought into the delivery of the class material in an effort to involve them more; lastly, in light of the behavior continuing, the student will be expelled from the learning space for the rest of the class, and receive a grade penalty according to BU Sydney protocols regarding absenteeism.**

**2. Attendance & Absences**

**Attendance at all designated sessions including those with Guest Speakers and field trips is expected. There are no optional absences from class sessions.**

**Any student missing class without verifiable extraordinary reasons will receive a grade penalty according to protocols set down for BU Sydney by the Program Academic Director.**

**3. Assignment Completion and Late Work**

**Completion of all reading/viewing/writing tasks is expected. All written work must be submitted in hard copy through the BU Sydney Library by the time set down in the course outline. For some assignments, an additional soft copy emailed to professors may be required, as indicated.**

**Our policy on late submission of work is that, unless there is a verifiable extraordinary reason, there is a grade deduction, imposed amounts to 5% of the assignment grade per day which will be processed by the Academic Director.**

**All written work must be submitted in hard copy with signed cover sheet through the BU Sydney Library by the time set down in the course outline. For some assignments, an additional soft copy emailed to professors may be required.**

**•All students are required to sit examinations (without exception) but special times and spaces are made available to those students with documented disabilities, and special needs such as Religious Observance, and any other verifiable extraordinary reasons.**

**BU Sydney Policy adheres to the general BU campus policy of Religious**

**Observance**, which would fall under “verifiable extraordinary reasons” as mentioned in various places above.

4) Academic Conduct Statement:

**All students attending courses under the auspices of BU Sydney must have read BU’s policy on academic honesty and understand the consequences of cheating or plagiarism. Within this course, all submitted written work is expected to be that of the individual and only class exercises are collaborative efforts, as indicated. Please see BU’s Academic Conduct Statement:**

<https://www.bu.edu/academics/policies/academic-conduct-code/>

**Students on a BU Program are advised that the penalty for cheating on examinations or for plagiarism may be "...expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the Dean".**

### **Grading**

|    |          |
|----|----------|
| A  | 94-100   |
| A- | 90-93    |
| B+ | 87-89    |
| B  | 83-86    |
| B- | 80-82    |
| C+ | 77-79    |
| C  | 73-76    |
| C- | 70-72    |
| D  | 60-69    |
| F  | below 60 |