



Myles Bassell

mbassell@brooklyn.cuny.edu

professorbassell@yahoo.com

Media Marketing & Promotion

Syllabus: BUSN 7203X

**Brooklyn College
School of Business
Graduate Program**

professorbassell.com

❖ **Instructor's Information**



- ❖ Name: Prof. Myles Bassell
- ❖ Mobile Phone: **(615) 400 - 5390**
- ❖ Email: **mbassell@brooklyn.cuny.edu** **professorbassell@yahoo.com**
- ❖ Office Location: 216 Whitehead Hall
- ❖ Virtual Office Hours: 24/7 **Email** / Instant Message / **Text Message** / Phone
- ❖ Profile: http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379
- ❖ Portfolio: <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- ❖ Course Website: **www.professorbassell.com**



❖ **Required Materials**

1: Advertising & Promotion

an integrated marketing communications perspective
 By George Belch and Michael Belch
 9th edition (Copyright 2012)
 McGraw Hill Publishers
 ISBN: 978-0-07-340486-8

2: Interpretive Software Inc. ® MarketShare™

Register at www.interpretive.com/students using our COURSE ID **BROO13497**
 After you register you will receive an email with your User ID and Password.

3: Harvard Business School Case Studies

Our BUSN 7203 custom course link is <https://cb.hbsp.harvard.edu/cbmp/access/19684137>

❖ **Learning Goals**

The knowledge and skills you learn in this graduate level **Marketing & Promotion** course will develop your capacity to: **1)** lead in organizational situations, **2)** apply knowledge in new and unfamiliar circumstances, **3)** adapt and innovate to solve problems, and **4)** understand management issues from a global perspective. You will be able to **a)** create, **b)** evaluate, **c)** analyze, **d)** apply, **e)** understand, and **f)** remember information regarding Marketing and Promotion.

❖ **Basis for Judgment**

Students will demonstrate an understanding of marketing concepts and the ability to apply the concepts by analyzing and evaluating case studies and simulation scenarios. The simulation is a learning-by-doing approach based on the 12 page case study that focuses on the marketing and promoting of an over-the-counter pharmaceutical company. Students are required to **i)** evaluate the cases and simulation scenarios, **ii)** apply course concepts, **iii)** formulate solutions, **iv)** make recommendations, **v)** justify their position, and **vi)** create an integrated marketing communications plan.

❖ **Demonstration of Achievement: Assurance of Learning**

Exam 1	30%	Chapters 1-9	Brooklyn College	June 16 th
Simulation Case HW 1-6	25%	Integrated Marketing Communications Plan		June 30 th
Homework	25%			
Exam 2	20%	Chapters 1-18	Brooklyn College	July 7 th

❖ **Suggested Reading**

- **Advertising Media Planning**
 By Jack Sissors and Roger Baron
 McGraw Hill Publishers
- **Sales Promotion Essentials**
 By Don Schultz, W. Robinson, & Lisa Petrison
 McGraw Hill Publishers
- **Advertising Ethics**
 By Edward Spence & Brett Van Heekeren
 Pearson Prentice Hall Publishers

❖ **Learning Outcomes**

This graduate level Media Marketing & Promotion course requires students to a) create, b) evaluate, c) analyze, d) apply, e) understand, and f) remember information regarding **Media Marketing & Promotion**. At the conclusion of the course, students should be able to:

Create an integrated marketing communications plan.

Evaluate

- the different types of message structures and appeals,
- category and competitor dynamics, and
- print ads and TV commercials.

Analyze, compare, and contrast

- market research reports to make fact-based decisions,
- the various models of the communication process,
- sales and communication objectives,
- various creative execution styles,
- broadcast, print, support, direct, and interactive media, and
- sales promotion tools.

Apply, illustrate, and implement

- the consumer decision-making process,
- marketing mix strategies and tactics, and media strategies.

Understand and discuss

- the promotional mix elements and the IMC planning process,
- the role of market segmentation in integrated marketing communications,
- methods for selecting, compensating, and evaluating advertising firms,
- creative strategy development and implementation,
- media selection and scheduling, public relations, publicity, and corporate advertising,
- the advantages and disadvantages of personal selling,
- segmentation, targeting, positioning, and
- how to conduct a case analysis.

Remember, explain, and contrast **Media Marketing & Promotion** concepts, terms, and definitions

❖ **Video Lectures**

[links on page 12](#)

www.youtube.com/professorbassell

Click on the **MARKETING** playlist

Watch



[YOUTUBE.COM/PROFESSORBASSELL](https://www.youtube.com/professorbassell)

This syllabus is subject to change as necessary. All assignments are based on case studies.

Assignments are due on BlackBoard at 10pm. **Late assignments will not be accepted.**

ASSIGNMENT SCHEDULE

Week	Date	Due @ 10pm	Required Reading Assignments
1	June 3 Mon	HW A	Chapters 1 & 2 Integrated Marketing Communications
	June 5 Wed	HW B	Chapter 3 Advertising Agencies
	June 7 Fri	HW C	Chapter 4 Consumer Behavior
2	June 9 Sun	HW D	Chapters 5 & 6 Analyzing the Communication Process
	June 10 Mon	HW E	Chapter 7 Objectives and Budgeting
	June 12 Wed	HW F	Chapter 8 Creative Strategy: Planning & Developing
	June 14 Fri	HW G	Chapter 9 Creative Strategy: Implementing and Evaluating
3	June 16 Sun	Exam 1	Chapters 1-9 Brooklyn College
	June 17 Mon	HW H	Chapter 10 Media Planning & Strategy
	June 19 Wed	HW I	Chapters 11 & 12 Evaluation of Broadcast & Print Media
	June 21 Fri	HW J	Chapters 13 & 14 Support Media & Direct Marketing
4	June 23 Sun	HW K	Chapter 15 The Internet and Interactive Media
	June 24 Mon	HW L	Chapter 16 Sales Promotion
	June 26 Wed	HW M	Chapter 17 Public Relations
	June 28 Fri	HW N	Chapter 18 Personal Selling
5	June 30 Sun	IMC Plan	Integrated Marketing Communications Plan
	July 1 Mon	HW 1	Simulation Year 1
	July 3 Wed	HW 2	Simulation Year 2
	July 5 Fri	HW 3	Simulation Year 3
6	July 7 Sun	Exam 2	Chapters 1 – 18 Brooklyn College
	July 8 Mon	HW 4	Simulation Year 4
	July 9 Tues	HW 5	Simulation Year 5
	July 10 Wed	HW 6	Simulation Year 6

For all assignments you must:

- + demonstrate your understanding by accurately explaining the relevant concepts,
- + draw conclusions,
- + demonstrate superior critical thinking skills,
- + apply the chapter concepts to the scenario correctly,
- + include facts from the scenario to support your position,
- + formulate solutions and make a recommendation regarding next steps.

You must use the facts in the case and the concepts in the book to draw conclusions, formulate solutions, and make recommendations. Students must demonstrate the ability to create, evaluate, analyze, apply, understand, and remember information regarding **Media Marketing & Promotion**.

There are 4 criteria used to evaluate your posting:

- 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.

Rubric for Evaluating Assignments

Criteria	A 90+	B 80+	C 70+	F
Quantity	<p>500 words per question</p> <p>The amount of information provided demonstrates an excellent ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p>400 words per question</p> <p>The amount of information provided demonstrates a good ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p>250 words per question</p> <p>The amount of information provided demonstrates only a fair ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.</p>	<p>Less than 250 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.</p>
Quality	<p>Demonstrates an excellent understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.</p>	<p>Demonstrates a good understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.</p>	<p>Demonstrates only a fair understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.</p>	<p>Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.</p>
Relevance	<p>Directly related to the case or chapter and is integrated with other postings.</p>	<p>Related to the case, but often not integrated well with other postings.</p>	<p>Somewhat related to the other postings and the case or chapter.</p>	<p>Not related to the assignment.</p>
Manner	<p>Very organized and has no spelling, punctuation, or grammatical errors.</p>	<p>Organized and usually has no spelling, punctuation, or grammatical errors</p>	<p>Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.</p>	<p>Very disorganized and has numerous spelling, punctuation, and grammatical errors.</p>

Brooklyn College, School of Business, Graduate Program

❖ **Simulation: Marketing and Promotion**

For this marketing simulation, each student is a marketing executive at the All Star Brands **pharmaceutical** company that competes in the over-the-counter Cough, Cold, and Allergy medication segments. For 6 simulated years you manage the marketing mix (4 P's) for your products and make promotion decisions regarding how much to spend on advertising, couponing, point of purchase displays, promotional allowances, and personal selling. You must make decisions based on your analysis of the market research reports contained in the simulation. The simulation gives you the opportunity to **1) lead an organization, 2) apply knowledge and skills in a new and unfamiliar situation, 3) adapt and innovate to solve problems, and 4) understand management issues from a global perspective.**

All Round is the All Star Brands master brand. The task of the Ad brand team is to increase brand awareness, market share, sales, and profitability in a competitive and changing environment. You must skillfully **create, communicate, and deliver value.** The detailed written **case study** provides information regarding the:

- Company, Category, and Industry,
- Product, Price, Promotion, Place, and
- Financial Indicators.

HANDS-ON EXPERIENCE
Experiential Learning
LEARNING-BY-DOING

Learning Objectives

The purpose of the simulation decisions and the integrated marketing communications plan is to help you understand and apply different aspects of marketing and advertising including:

- Product:
 - Market Penetration, Market Development, New Products, & Diversification.
 - Multi-Product Branding, Multi-Branding, Private Branding
- Price:
 - Price Elasticity of Demand, Break-Even Analysis, Gross Margin Analysis
 - Demand, Cost, Profit, Competition Oriented Pricing Approaches
 - Demand Oriented examples: Penetration, Skimming, and Prestige Pricing
- Place:
 - Push vs Pull.
 - Merchandising and Point-of-Purchase Displays.
 - Intensive, Selective, or Exclusive market coverage.
- Promotion:
 - Media Timing: Continuity, Pulsing, or Flighting
 - Mix: Advertising, Direct Marketing, Internet, Sales Promotion, Publicity, Personal Selling
- Marketing Research, Consumer Behavior, Competitor Analysis,
- Segmentation, Targeting, and Positioning,
- Features, Benefits, & Value Proposition, and
- Advertising: target audience, messaging, budget objectives, ad design, media selection, scheduling, and brand awareness.

❖ **Simulation: Marketing and Promotion**

(con't)

Some of the **key result indicators** include:

1. Brand Awareness
2. Market Share
3. Stock Price
4. Unit Sales, Dollar Sales (inflation is minimal)
5. Return on Equity, Return on Assets, Return on Marketing
6. Earnings Per Share
7. Cumulative Net Income
8. Capacity Utilization

Based on the research data in the simulation you must decide how much to spend **each year** on these promotional mix elements:

- Advertising,
- Couponing,
- Point of Purchase Displays, and
- Personal Selling.

The following advertising decisions must be made **every** year:

- the amount of dollars you want to spend on advertising,
- the content of the advertising message, and
- the message type.

The four basic advertising **message types** you can select **every** year focus on:

- Primary demand (category need)
- Benefits approach (selective demand)
- Comparison approach
- Reminder advertising

Each year you must set the:

- Price: the wholesale price paid by retailers (an important factor in a push strategy)
- MSRP: the **M**anufacturers **S**uggested **R**etail **P**rice, the price paid by consumers (an important factor in a pull strategy)

❖ **Chapter Learning Outcomes**

1 Integrated Marketing Communications

After reading chapter 1, you should be able to discuss:

1. the marketing communication function and the growing importance of advertising and other promotional elements in the marketing programs of domestic and foreign companies.
2. the concept of integrated marketing communications (IMC).
3. the reasons for the increasing importance of the IMC perspective in planning and executing advertising and promotional programs.
4. the various elements of the promotional mix and consider their roles in an IMC program.
5. how various marketing and promotional elements must be coordinated to communicate effectively.
6. the IMC planning process and examine the steps in developing a marketing communications program.

2 The Role of Integrated Marketing Communications in the Marketing Process

After reading chapter 2, you should be able to discuss:

1. the marketing process and the role of advertising and promotion in an organization's integrated marketing program.
2. the various decision areas under each element of the marketing mix and how they influence and interact with advertising and promotional strategy.
3. the concept of target marketing in an integrated marketing communications program.
4. the role of market segmentation and its use in an integrated marketing communications program.
5. the use of positioning and repositioning strategies.

3 The Role of Advertising Agencies

After reading chapter 3, you should be able to discuss:

1. how companies organize for advertising and other aspects of integrated marketing communications.
2. methods for selecting, compensating, and evaluating advertising agencies.
3. the role and functions of specialized marketing communications organizations.
4. various perspectives on the use of integrated services and responsibilities of advertisers versus agencies.

4 Consumer Behavior

After reading chapter 4, you should be able to discuss:

1. the role consumer behavior plays in the development and implementation of advertising and promotional programs.
2. the consumer decision-making process and how it varies for different types of purchases.
3. the various internal psychological processes, their influence on consumer decision making, and implications for advertising and promotion.
4. the various approaches to studying the consumer learning process and their implications for advertising and promotion.
5. the external factors such as culture, social class, group influences, and situational determinants and how they affect consumer behavior.

❖ Chapter Learning Outcomes

5 The Communication Process

After reading chapter 5, you should be able to discuss:

1. the basic elements of the communication process and the role of communications in marketing.
2. the various models of the communication process.
3. the response processes of receivers of marketing communications, including alternative response hierarchies and their implications for promotional planning and strategy.
4. the nature of consumers' cognitive processing of marketing communications.

6 Source, Message, and Channel Factors

After reading chapter 6, you should be able to discuss:

1. the major variables in the communication system and how they influence consumers' processing of promotional messages.
2. the considerations involved in selecting a source or communicator of a promotional message.
3. the different types of message structures and appeals that can be used to develop a promotional message.
4. the channel or medium used to deliver a promotional message influences the communication process.

7 Establishing Objectives and Budgeting

After reading chapter 7, you should be able to discuss:

1. the importance and value of setting specific objectives for advertising and promotion.
2. the role objectives play in the IMC planning process and the relationship of promotional objectives to marketing objectives.
3. the differences between sales and communications objectives and the issues regarding the use of each.
4. the problems marketers encounter in setting objectives for their IMC programs.
5. the process of budgeting for IMC.
6. the theoretical issues involved in budget setting.
7. the various methods of budget setting.

8 Creative Strategy: Planning & Developing

After reading chapter 8, you should be able to discuss:

1. what is meant by advertising creativity and examine the role of creative strategy in advertising.
2. creative strategy development and the roles of various client and agency personnel involved in it.
3. the process that guides the creation of advertising messages and the research inputs into the stages of the creative process.
4. the various approaches used for determining major selling ideas that form the basis of an advertising campaign.

❖ Chapter Learning Outcomes

9 Creative Strategy: Implementing & Evaluating

After reading chapter 9, you should be able to discuss:

1. various types of appeals that can be used in the development and implementation of an advertising message.
2. various creative execution styles that advertisers can use and the advertising situations where they are most appropriate.
3. various tactical issues involved in the creation of print advertising and TV commercials.
4. how clients evaluate the creative work of their agencies and discuss guidelines for the evaluation and approval process.

10 Media Planning & Strategy

After reading chapter 10, you should be able to discuss:

1. the key terminology used in media planning.
2. how a media plan is developed.
3. the process of developing and implementing media strategies.
4. sources of media information and characteristics of media.

11 Evaluation of Broadcast Media

After reading chapter 11, you should be able to discuss:

1. the structure of the television and radio industries and the role of each medium in the advertising program.
2. the advantages and limitations of TV and radio as advertising media.
3. how advertising time is purchased for the broadcast media, how audiences are measured, and how rates are determined.
4. future trends in TV and radio and how they will influence the use of these media in advertising.

12 Evaluation of Print Media

After reading chapter 12, you should be able to discuss:

1. the structure of the magazine and newspaper industries and the role of each medium in the advertising program.
2. the advantages and limitations of magazines and newspapers as advertising media.
3. the various types of magazines and newspapers and the value of each as an advertising medium.
4. how advertising space is purchased in magazines and newspapers, how readership is measured, and how rates are determined.
5. the future developments in magazines and newspapers and how these trends will influence their use as advertising media.

❖ Chapter Learning Outcomes

13 Support Media

After reading chapter 13, you should be able to discuss:

1. the various traditional and nontraditional support media available to the marketer in developing an IMC program.
2. the advantages and disadvantages of support media.
3. the role of support media in the IMC program.
4. how audiences for support media are measured.

14 Direct Marketing

After reading chapter 14, you should be able to discuss:

1. the area of direct marketing as a communications tool.
2. the strategies and tactics involved in direct marketing.
3. the use of direct-marketing media.
4. the scope and effectiveness of direct marketing.

15 The Internet & Interactive Media

After reading chapter 15, you should be able to discuss:

1. the role of the Internet and interactive media in an IMC program.
2. the advantages and disadvantages of the Internet and interactive media.
3. the role of additional online media.
4. how to evaluate the effectiveness of communications through the Internet.

16 Sales Promotion

After reading chapter 16, you should be able to discuss:

1. the role of sales promotion in a company's integrated marketing communications program
2. the various objectives of sales promotion programs.
3. the types of consumer- and trade- oriented sales promotion tools and the factors to consider in using them.
4. how sales promotion is coordinated with advertising.
5. the potential problems and abuse by companies in their use of sales promotion.

17 Public Relations, Publicity, and Corporate Advertising

After reading chapter 17, you should be able to discuss:

1. the roles of public relations, publicity, and corporate advertising in the promotional mix.
2. the differences between public relations and publicity and the advantages and disadvantages of each.
3. the reasons for corporate advertising and its advantages and disadvantages.
4. the methods for measuring the effects of public relations, publicity, and corporate advertising.

❖ Chapter Learning Outcomes

18 Personal Selling

After reading chapter 18, you should be able to discuss:

1. the role of personal selling in the integrated marketing communications program.
2. the advantages and disadvantages of personal selling as a promotional program element.
3. how personal selling is combined with other elements in an IMC program.
4. ways to determine the effectiveness of the personal selling effort.

The assignments are on BlackBoard under ASSIGNMENTS.

You must demonstrate your understanding of the chapter concepts, explain the relevant concepts accurately, draw conclusions, demonstrate superior critical thinking skills, apply the chapter concepts to the scenario correctly, include facts from the case to support your position, and make a recommendation regarding next steps. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **Media Marketing & Promotion**.

❖ Video Lecture Links

<http://www.youtube.com/watch?v=w65dXqP2FV0>

<http://www.youtube.com/watch?v=BN79y95-TG4>

<http://www.youtube.com/watch?v=uXg80fkjqv8>

<http://www.youtube.com/watch?v=1kh21c3U4mI>

<http://www.youtube.com/watch?v=X1SkIkdN7Mw>

<http://www.youtube.com/watch?v=1w1R6js19ok>

<http://www.youtube.com/watch?v=4HJHtIRVgAA>

<http://www.youtube.com/watch?v=q0vrrgNAWD8>

<http://www.youtube.com/watch?v=4cteHPk-Y2U>

<http://www.youtube.com/watch?v=2nPeldTI-Gk>

Watch



youtube.com/professorbassell

❖ **Methodology**

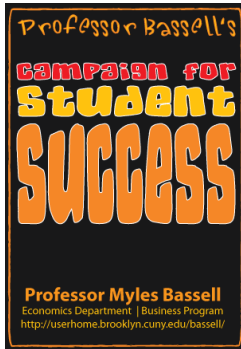
- **Textbook:** The textbook is required and an important tool used to expose students to important **Media Marketing & Promotion** concepts and topics. **You should read all the chapters in the book**, but some chapters will receive greater attention than others during the semester.
- **Case Studies:** The **application** of key **Media Marketing & Promotion** concepts will be explored and students will be required to analyze **case studies**. The answers are usually not in the cases or the textbook. **You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations.** The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **Media Marketing & Promotion**. You must give a **comprehensive explanation** using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 2,500 words.** Each question requires a **minimum** response of 500 words, but there is no maximum number of words. If your posting is less than 500 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.
- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments and questions. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 primary post that answers the questions and 3 secondary posts regarding the postings of others on our team. "I agree with you" is not a thoughtful comment. If you agree you should explain why and engage others in the discussion. The purpose of the discussion board is to have a dialogue about the case studies and to have a meaningful interaction.
- **Video Segments:** There are several videos posted on BlackBoard. These video cases and lectures close the gap between theoretical and practical. Some case studies you will watch and others you will read. My goal is to make the course interactive, helpful in your pursuit of knowledge, and provide you with tools that will allow you to be successful in your career.
- **Simulation:** The simulation is an important learning-by-doing course component that gives you practical experience as the leader of a company. You must make decisions based on your analysis of the market research reports contained in the simulation and enter your decisions on the simulation website. Each year you must **also** post on BlackBoard
 - 1) your decisions
 - 2) the rationale for your decisions, and
 - 3) the key result indicators.

❖ **My Goal**

My goal is for students to **L E A R N** ! It is all about you!

❖ **My Mission**

To help students achieve their educational and professional goals.



❖ **My Goals For You**

1. Increase Your **marketing knowledge and skills**
2. Improve Your ability to use computers and the Internet
3. Enhance Your ability to analyze and **solve problems**
4. Expand Your ability to find and use information on your own
5. Strengthen Your ability to **apply concepts** and skills
6. Fortify Your appreciation and sensitivity to ethical issues and diversity
7. Develop Your ability to express your ideas and **lead an organization**

❖ **My Dozen Objectives**

1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students' comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments

Brooklyn College, School of Business, Graduate Program

❖ **Demonstration of Achievement:** Assurance of Learning

Exam 1	30%	Chapters 1-9	Brooklyn College	June 16 th
Simulation Case HW 1-6	25%	Integrated Marketing Communications Plan		June 30 th
Homework	25%			
Exam 2	20%	Chapters 1-18	Brooklyn College	July 7 th

❖ **Grading Criteria :** Graduate Level

A	93% +	B-	80% - 82%
A-	90% - 92%	C+	76% - 79%
B+	86% - 89%	C	73% - 75%
B	83% - 85%	F	Below 73%

❖ **Exams**

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
 - **You are not able to use any electronics during the exam.**
 - No cell phones, ipods, ipads, or any other device.
 - You must turn your phone completely **OFF** before the exam starts.
 - No talking or texting is permitted during the exam.
 - You can't leave the room during the exam.
 - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.

❖ **Academic Integrity**

If an academic misconduct (for example: cheating on exams or papers, plagiarism...) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be **your own work**. Direct quotations should be used very rarely and, when used, should be very short. You must **always indicate the sources used**. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a **score of zero** on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a **failing grade in the class**.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

WARNING: The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a **zero**. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an **F**.

Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all. Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
 - a. projecting a positive attitude
 - b. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating / Plagiarism
 - (phones, ipods, pda's, blackberry's, treo, and other devices are **NOT** allowed during any exam)
- **Disruptive Behavior**
 - Rudeness
 - Disrespect
 - Lateness
 - Interrupting the lecture
- **Frequent absence**
- Signing the attendance sheet and leaving OR signing for someone else
- **Failure to turn off electronic devices** (cell, phones, pagers etc)

“The faculty and administration of Brooklyn College support **an environment free from cheating and plagiarism**. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>.”

All students should read carefully and thoroughly the 2012-2013 Brooklyn College Bulletin, especially pp. 25-39 for a complete listing of academic regulations of the College.

http://www.brooklyn.cuny.edu/web/off_registrar/121024_2012-13_Graduate_Bulletin.pdf

Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university

❖ **Disability-Related Accommodations**

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

❖ **Absence for Religious Reasons**

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin. http://www.brooklyn.cuny.edu/web/off_registrar/121024_2012-13_Graduate_Bulletin.pdf

❖ **Important Dates on the College Calendar**

Monday, June 3 **First day of classes**

Tuesday, June 4 **Last day to add a course**

Wednesday, June 5, Thursday, **Late-add period:** To add a course, the instructor and department must approve on June 6, Monday, June 10 Late-Add form.

Wednesday–Monday, June 5–10 **Drop period** Drop a course without a grade; online system is available.

Monday, June 10 **Last day to drop a course without a grade**

Tuesday, June 11 **Last day to file for graduation** (September 1, 2013)

Tuesday, June 11 **First day to apply for nonpenalty withdrawal** (W grade) from courses

Monday, June 24 **Last day to apply for nonpenalty withdrawal** (W grade) from courses

Thursday, July 4 **Independence Day – college closed**

Monday, July 8 **Last day of undergraduate classes**

Wednesday, July 10 **Last day of graduate classes**



TM

❖ General

This is a graduate course. I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. University-wide the **ABS grade** designation is no longer in use. Students are not entitled to an INC grade and it is at the faculty member's discretion. I will not issue an **INC grade** since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade. However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements. **You can do it! Yes you can! Let me know what I can do to help you be successful.**

**** Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

Do not email me your case study analysis.
Post your assignments to BlackBoard.

Case Study Analysis

You must:

- + demonstrate your understanding of the chapter concepts
- + **explain the relevant concepts correctly**
- + apply the chapter concepts to the case, and
- + **include facts from the case to support your position**

*** Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by **10 pm** on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

❖ Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

VLC Media Player can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below

<http://www.videolan.org/vlc/>

Quick Time also can play Mpeg 4 (mpg) video files

<http://www.apple.com/quicktime/download/>

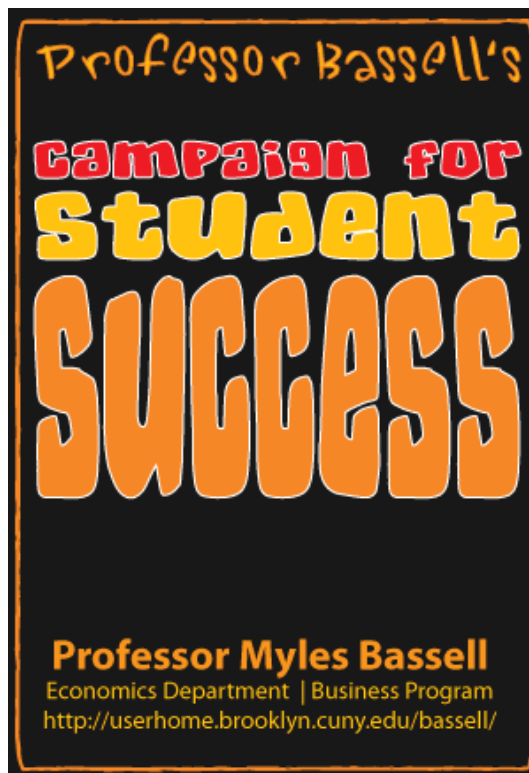
Windows Media Player can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

This will be a fun semester ! I am looking forward to being your coach !

- ❖ Name: Prof. Myles Bassell
- ❖ Mobile: (615) 400 5390 (you can text or call)
- ❖ Email: **mbassell@brooklyn.cuny.edu** **professorbassell@yahoo.com**
- ❖ Office Location: 216 Whitehead Hall
- ❖ Virtual Office Hours: 24/7 **Email** / Instant Message / **Text Message** / Phone
- ❖ Profile **http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379**
- ❖ Teaching Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- ❖ Course Website www.professorbassell.com



Brooklyn College is a registered trademark of Brooklyn College, The City University of New York.

All other brand and product names are trademarks or registered trademarks of their respective companies. This course material is copyrighted and all rights are reserved by Myles Bassell. Copyright © 2012

Bibliography

Belch, G., M. Belch. *Advertising & Promotion: An Integrated Marketing Communications Perspective*: New York, NY: McGraw-Hill Irwin, 2012.

Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals; Handbook I: Cognitive Domain*. New York, NY: Longman Group, 1956.

The Association to Advance Collegiate Schools of Business (AACSB) 2012. Assurance of Learning. Retrieved January 15, 2012, from http://www.aacsb.edu/accreditation/business/standards/aol/defining_aol.asp