

MEDIA PLANNING

COMM317_101 Fall 2020

Tuesday/Thursday

(Asynchronous: there may be some opportunity for “live” sessions)

WHAT THIS COURSE IS ABOUT: **As communications professionals, we all must be media aware. Gone are the days when you can walk in with your storyboard and sell your campaign. The medium now really is the message.**

ABOUT: **This course is designed to give you the basics of media and communications strategy and analysis.**

Whether you're destined to be a great Creative Director or you will create the next big media startup, you will gain valuable insights into how to craft an engaging communications plan.

Media planning as a profession is an exciting one as you sit on the cutting edge of social, cultural and consumer trends. Media is also fun as your clients are well versed in their own media consumption habits and are very engaged in the expertise that you bring to the table. But most of all, media is tremendously challenging as everyone thinks they “know” and it's constantly changing. Media planning is no longer about figuring out how to place the right message at the right time to the right consumer. Media, or Communications Planning, as it is increasingly known, is about creating a dialogue; having a conversation with your consumer.



Believe it or not you never see an ad by accident. This course will take you behind the scenes of how and why to place your message in the various media in order to create the most effective, engaging communications campaigns. We will explore how and why the definition of media is changing, learn how to understand the changes and gain valuable tools to get behind the numbers and understand the why behind the what.

Instructor: Beth Reilly

Mobile: 773-715-6354

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Office Hours: by appointment

***Instructor is on Central Time so all sessions and times will be noted in Central Time**

LEARNING OUTCOMES:

In this course we will explore the fundamentals not only in media planning and buying, but how these work within the overall marketing mix.

- 1. Make sense of the evolution of the new digital landscape and its impact on the new consumer purchase decision journey along with an understanding of how communications planning differs from the traditional view of media planning.**
- 2. Apply media theory to the quantification of audiences both through the analysis of traditional reach, frequency and Gross Rating Points as well as understand how to create meaningful audience definitions to inform programmatic buying tools (DSPs, SSPs and DMPs*).**
- 3. Identify the various media measurement tools and select the appropriate tool to target audience analysis including MRI, Simmons, Comscore and Nielsen Cross Platform measurement.**
- 4. Explain how the various media touchpoints are bought and sold in both the traditional and digital media landscape.**
- 5. Create effective media strategies to efficiently reach the target audience. These strategies are developed by incorporating media theory basics, campaign strategy mandates and applying assessment tools such as CPM, CPC, CPA and/or CPE**.**
- 6. Apply the above to the development of effective integrated paid, owned and earned communications plans that truly enable two-way dialogues between consumers and brands.**

TEXTS & MATERIALS:

This course uses Media Planning Essentials, a digital textbook that can be accessed at COMM 317 - Media Planning: <https://home.stukent.com/join/C82-411>

The chapters will be accompanied by quizzes that will test your understanding.

We will also be referencing The Media Handbook, Seventh Edition by Helen Katz and have industry executives provide insight and presentations.



Other Suggested Reading Material: Ad Age, Adweek, Mediaweek

ADWEEK **mediaweek**

AdAge



Starcom SMG



Google

This course will have industry guest speakers from media partners (like Facebook, Twitter, Google, NBC, Meredith) and agencies. With the virtual and “at home” nature of this year, we will likely not be able to do any real-life visits.



TIPS FOR SUCCEEDING IN THIS CLASS

"ATTEND" CLASS.

BE PRESENT IN CLASS...PARTICIPATE. ASK QUESTIONS. ENTHUSIASM.

READ AND FOLLOW DIRECTIONS.

BE A TEAM PLAYER.

SHOW RESPECT FOR EACH OTHER AND OUR SPEAKERS

WEEK-BY-WEEK SCHEDULE

(Subject to Change)

	TUESDAY	THURSDAY
Week 1: Introduction and Comms planning and Consumer Journey (August 25 & 27)	Course Overview, Group Formation & Expectations; Introduction to Media (Chapter 1 MPE)	Communications Planning Overview (Chapter 2)
Week 2: Target Audience and Consumer Journey + Independent Work (September 1 & 3)	Target Audience (Chapter 5) Consumer Journey (Chapter 3)	Independent Assignment (Assignment #1 (Greenies) from MPE)
Week 3: Media in the Overall Mix + deep dives - Audio (September 8 & 10)	Consumer Journey (Chapter 3 cont) Media in the Marketing Mix (Chapter 4 MPE)	Media in the Mix (finish) GUEST SPEAKER: I Heart Radio/Audio Deep Dive

Week 4: Setting Objectives and Offline/Print Deep Dive (September 15 & 17)	Communications Planning: Setting Objectives (Chapter 6)	Chapter 8: Traditional Media + GUEST SPEAKER: Deep Dive: Meredith/Print
Week 5: Traditional Media Deep Dives: TV + Cinema + OOH (September 22 & 24)	Deep Dive GUESTS: TV	Deep Dive GUESTS: Cinema + OOH
Week 6: Overview of Online and Google Deep Dive Video/Search (September 29 & Oct 1)	Chapter 8 Offline (cont) + Chapter 9: Digital Intro	GUEST SPEAKER: Deep Dive Digital Video and Search (Google)
Week 7: Deep Dive into Online Display and Programmatic + social (October 6 & 8)	Overview of Digital and Programmatic Display (have Chapter 9 finished (GUEST SPEAKERS from Adobe)	Social Continued – how bidding works, how to set up a target etc
Week 8: Social and Media Planning Basics (October 13 & 15)	GUEST SPEAKERS: Social Deep Dive and Social Platforms Panel (Twitter, Snap, TikTok, Facebook)	Media Planning Basics (Chapter 7)
Week 9: Investment + Mobile (October 20 & 22)	Investment Presentation/Guest and Planning Basics	Mobile (Chapter 10)
Week 10 Review + Special Assignment (October 27 & 29)	Review of Chapters 7-9 AND Introduce and Review Case Studies	Covid Assignment
Week 11 Comms Planning + Channel Selection (November 3 & 5)	Comms Planning Continued (Chapter 11+12)	Channel Selection (Chapter 13)

Week 12 Competitive + Plan Building (November 10 & 12)	Competitive Assessment	Building an Integrated Plan (Chapter 14)
Week 13 Measurement (November 17 & 19)	Measurement and Metrics (Chapter 15)	Spend time with your teams on your projects
Week 14 Writing a Successful Plan + Staying Current in the Industry (November 24 & 26)	Writing a Successful Plan (Chapter 16)	How to stay Current in the Industry
Week 15 Review and Mentor Sessions (December 1 & 3)	Review of Concepts/Chapters	Mentor Sessions for Final Projects
Week 16 FINAL PRESENTATIONS (December 8)	Scheduled Group Presentations with outside judges	

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Attendance

Although this is not a traditional in-person class, I will note who has logged in and who is participating. Because discussions, activities and assignments will often be based on presentations shown, it will be critical that you arrive on time so as not to miss the point of discussion. Class ends at 3:45. Packing up your things early is disruptive to others and to me. There will be a sign-in sheet at every class.

Excused Absences

Think about it this way, if you don't go to your job, you get fired. Same deal here. Well, you won't get fired, but if you don't attend class, you're going to be at risk of failing. Keep in mind that for much of the work for this course, you'll be working with a partner or group. Missing classes will adversely affect not only you but

your partner. Any assignments given during any missed period must be turned in by the date assigned and it is the responsibility of the student to obtain information on any missed assignments.

If it is necessary for a student to miss a class due to a legitimate excuse, such as a major illness or true family emergency, it is the responsibility of the student to contact the instructor as soon as possible with written substantiation. Completing any missed work will be discussed at that time.

Phones, Laptops & Other Techy Things

Laptops and iPads may only be used for certain in-class activities.

At all other times, they must be stored away. Use of phones is not allowed including checking text messages, etc. as they are distracting to the presenter and your fellow classmates.

Paperless Class

No homework assignments will be accepted on paper. Submit all work on Sakai before the deadline. Any homework sent to my email will not be graded. All materials presented in class will be posted on Sakai after class as will all the instructions for homework.

Late Work

In the real world, late work means you lose your job or the agency loses the client. In this class, late work will mean you get a zero.

Grading

Grading will emphasize presentations and contributions during class, along with quizzes and assignments. It will also include the presentation of a term project.

Specifically, coursework will include individual quizzes, multiple in-class and outside- of-class exercises working as a team or a group as in the real world and a final in-class team presentation of a longer-term project. You will be graded on the lessons you absorb and apply to your work through your ideas and plans, the demonstration of your understanding of the methods and principles learned in class, and the overall progress you make, as well as the quality of your ideas and the effort you put into them. You will also be evaluated by your team members and that will be factored into your grade. All grading will be based on pre-established rubrics posted on Sakai. Reading those rubrics, and not just the assignment in-structions, will go a long way toward helping you get a good grade

GradingScale: A:100-95 A-:94-90 B+:89-87 B:86-83 B-:82-80 C+:79-77 C:76-73 C-:72-70 D+:69-67 D:66-64 D-:63-60 F:Less than 60

Quizzes

Every reading assignment from the textbook has an accompanying quiz. You will need to do the first and second quiz before class on the 16th.

Assignments

TBD

Grading Policy

The assessment and grading system is intended to reflect student learning and performance.

40% **Homework and Quizzes:** This includes the quizzes on the lessons and a few one-page assignments. Emphasis is on the quality of the ideas and work, not on the length

20% **Class Contributions:** Raise your hand, ask questions, answer questions. Show interest in our speakers. Help each other learn.

40% **Final Project:** This will take everything you've learned and wrap it into one group presentation. Participate and contribute as you will be evaluated by your team and that will be factored into your grade.

LEGALESE

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. These examples of academic dishonesty apply to both individual and group assignments.

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;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- 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.
- Submitting the same work for credit in two or more classes, even if the classes are taken in 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.

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 https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

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 Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans 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.

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.

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.

Students with Learning Disabilities

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to the instructor. The instructor will accommodate that student's needs in the best way possible, given the constraints of course content and processes. It is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf – please email me or schedule a meeting with me during office hours. To learn more about the Office of the Dean of Students, please find their websites at LUC.edu/dos or LUC.edu/csaa. Or you may contact them directly at 773-508-8840 and at deanofstudents@luc.edu.

Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Loyola University Chicago will not tolerate it by faculty, students or other employees, and will attempt to take prompt corrective action against any sexual harassment by or of its students, faculty and employees. Persons who believe they have been harmed by harassment of this kind should bring the conduct to the attention of the School of Communication dean's office. All complaints are taken seriously and no one reporting them will suffer reprisal or retaliation from the university. Such complaints will be treated in confidence to the extent feasible, given the need to conduct a thorough investigation and take corrective action.

Harassment, Discrimination and Abuse It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religious, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission.

Discrimination is adverse treatment of a person or group based on protected categories and not on individual merit. Abuse is oral, written or physical conduct directed at a person based on characteristics protected by law, where the offensive behavior is intimidating and/or demeaning. It may include verbal slurs, invectives or epithets. Harassment differs from abuse insofar as it is repeated and persistent behavior of a similar nature. It also includes unwanted physical advances or intimidations and the display of visual materials that defame, demean or humiliate.

Behavior of this kind is not tolerated by Loyola University Chicago and should be reported to the School of Communication dean's office. Such complaints will be treated in confidence to the extent feasible, given the need to conduct an investigation and take corrective action.

Recording of Class Lectures and Discussions

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Other Helpful links

Here are the required personal safety practices<<https://www.luc.edu/returntocampus/healthandsafety/requiredpersonalsafetypractices.shtml>> when coming to campus. You may also need the guidelines for navigating Loyola's campuses that are outlined on the Return to Campus webpage under Campus Scenarios<<https://www.luc.edu/returntocampus/campusscenarios/>>.

