COURSE PERSPECTIVE AND OBJECTIVES

The focus of this course is to provide a critical review of selected scholarship literature in different topic areas from the marketing communications literature. The course is designed to help students become conversant in the classical and contemporary literature and major streams of thought in marketing communications.

The basic objectives of this course are to:

1. expose you to theoretical domains in marketing communications that are not covered in other seminars;
2. examine the research progress which has been made to date and identify those areas in that are in need of additional study;
3. sharpen your abilities to recognize and formulate research problems in need of investigation;
4. enhance your understanding of and appreciation for the interdisciplinary and multifaceted methodological avenues that characterize research in marketing communications;
5. provide you with the opportunity to develop a sound conceptual basis for formulating meaningful research projects in marketing communications; and
6. to further the prospect of you developing a productive career through encouraging scholarly publication-related activity.

METHOD OF INSTRUCTION

The course will be run as a true seminar, with a primary emphasis on discussing in semi-structured fashion the material assigned for reading and placing it in a meaningful context. In the sessions, either you or one of your fellow classmates will serve as a leader. No matter who the leader is for the week, preparation for each class will involve extensive amounts of reading and thinking on your part about the topics of discussion. We will examine each of the assigned readings for the week both separately, as a group, and also in the context of what we have discussed in previous weeks. In reading an article, you should give particular attention to:
(1) the assumptions made by the authors regarding the particular aspect of marketing communications under investigation and the reasonableness of those assumptions;
(2) the core issues being addressed and their applicability to other areas in marketing and marketing communications;
(3) the appropriateness of the theoretical foundations used to investigate the research problem and whether the authors failed to incorporate other relevant domains into the study context;
(4) the appropriateness of the methodology for testing the theory and suggestions for improvement;
(5) the research directions which emanate from the study.

In thinking about the group of articles for a given session, you should give particular attention to:
(1) how the articles fit together, their commonalities and differences;
(2) the overriding conceptual model linking the articles;
(3) the research issues that remain in need of being addressed in the specific domain;
(4) the methodological improvements that can be introduced and investigated; and
(5) the extensions of the topic foci for the session to other marketing domains besides marketing communications research.

While a given student may be designated as the seminar leader for a particular session, the success of the session is heavily dependent on all participants contributing meaningfully to the discussion. As a result, class participation will account for approximately one-third of the course grade.

The seminar leader(s) for a topic is responsible for distributing to the class one week prior to the topic's discussion: (1) a list of discussion questions to help guide the preparation of the others in the class, (2) a map (i.e., a framework or model) of the central concepts and relationships of interest (3) a list of any additional readings that would be helpful or are necessary for preparation. During class, the seminar leader will be in charge of leading the discussion.

**WRITTEN ASSIGNMENTS FOR THE COURSE**

There will be two written assignments during the semester. The first assignment will be idea development and a literature review for a particular topic relevant to this course. A 6-8 page short paper (excluding references, tables, title page, abstract, and figures) will be due at mid-term. The second or final paper should present a longer and revised introduction, testable hypotheses, a methodology, and results from your research. Topics should be approved by the professor, and represent new ideas not previously addressed in other classes or papers. Paper should be double-spaced and adhere to journal style that you will be targeting with your paper.
EXAM

A comprehensive final exam will be given during the scheduled final exam time for this course. The final exam for this course will attempt to give students an idea of what a comprehensive exam question in marketing entails.

GRADING

The final grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Seminar Participation &amp; Leadership</td>
<td>30%</td>
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<tr>
<td>Semester Research Proposal</td>
<td>40%</td>
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<tr>
<td>Idea development/lit review (15%)</td>
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<td>Final research proposal (25%)</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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<td></td>
<td>100%</td>
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Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 20</td>
<td><strong>Course Orientation</strong></td>
<td>Group and work assignments Work on topics, conceptual Foundations</td>
</tr>
<tr>
<td>27</td>
<td>Nature &amp; Scope of MKTG</td>
<td>________________________</td>
</tr>
<tr>
<td>Feb. 3</td>
<td>How advertising works</td>
<td>________________________</td>
</tr>
<tr>
<td>10</td>
<td>Source credibility</td>
<td>________________________</td>
</tr>
<tr>
<td>17</td>
<td>Comparative advertising</td>
<td>________________________</td>
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<tr>
<td>24</td>
<td>Fear/anxiety, <strong>Topic Due</strong></td>
<td>________________________</td>
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<tr>
<td>March 3</td>
<td>Humor/emotion</td>
<td>________________________</td>
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<tr>
<td>10</td>
<td><em>Spring Break</em></td>
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<tr>
<td>17</td>
<td>Dyadic communications Personal selling, <strong>Papers Due</strong> (1st part)</td>
<td>________________________</td>
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<tr>
<td>24</td>
<td>Adaptive selling</td>
<td>________________________</td>
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<tr>
<td>31</td>
<td>Sales Management I</td>
<td>________________________</td>
</tr>
<tr>
<td>April 7</td>
<td>Sales Management II</td>
<td>________________________</td>
</tr>
<tr>
<td>14</td>
<td>Current Issues in Sales Force Research</td>
<td>________________________</td>
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<tr>
<td>21</td>
<td><strong>PAPER PRESENTATIONS</strong></td>
<td></td>
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<tr>
<td>28</td>
<td><strong>WRITTEN PAPERS DUE</strong></td>
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</tr>
<tr>
<td>May 5</td>
<td><strong>FINAL EXAM</strong></td>
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</table>
Marketing 8222  
Suggested Readings  
This is a “pool” of recommended readings. This list contains many of the classic articles in marketing communication that you should know for comps. You will need to go outside this list when “current” topics are discussed in each area.

**Topic: How Advertising Works**


Andrew Mitchell and Jerry Olson (1982), Are Product Attribute Beliefs the Only Mediator of Advertising Effects on Brand Attitude?" *Journal of Marketing Research*, 18, 318-332.


Topic: Source Credibility


**Topic: Comparative Advertising**


**Topic: Fear/Guilt Appeals**


**Topic: Humor and Emotional Appeals**


Topic: Dyadic Communication and Personal Selling


Topic: Personal Selling and Adaptive Behavior


Sujan ((1986), “Smart vs. Harder: An Exploratory Attributional Analysis of Salespeople’s Motivation, JMR, 23 (Feb), 41-49.


**Topic: Sales Management**


**Topic: Sales Promotion**


Topic: Nature & Scope of Marketing


Ferrell & Lucas, “An Evaluation of Progress in The Development of a Definition of Marketing,” JAMS (Fall 1987), 12-23


Hunt, S. “Marketing is...” JAMS (Fall 1992), 301-311.

Albaum, “What is Marketing? A Comment” JAMS (Fall 1992) 313-316.


Meinert, Vitell, Reich, “The Domain of Marketing...,” *Journal of Marketing Theory & Practice*, (Fall ’93), 1-13.

