New York University  
Department of Media, Culture, and Communication  
MCC-UE 1760  
Innovations in Marketing: Marketing Television, Film and other Media

**Course Description**
This class will take an in-depth look at the craft of marketing television, film, web and other media. We’ll examine the changing media landscape and uncover how marketing a media property has evolved. Students will compare and contrast successful campaigns from not-so-successful ones, and will learn about targeting messaging to both consumers and business partners, including advertisers and distributors. Each student will get hands on experience creating a strategic, comprehensive marketing plan and developing a creative campaign for the media property of his or her choice. We’ll go step-by-step on the “how to,” examining research, focusing messaging, brainstorming together and sharing ideas to best inspire innovation. Guest speakers will include marketing leaders from the entertainment, branding and publishing communities, who will give first-hand accounts of what it takes to break through with an effective campaign and create a major hit. Students will leave the class with a thorough understanding of what it takes to develop, execute and measure the success of a creative marketing campaign.

**Learner Objectives**
By assessing current marketing campaigns, analyzing marketing tactics and demonstrating a thorough understanding by creating an actual marketing campaign, students will leave the class with an in-depth, real world understanding of what it takes to develop, execute and measure the success of a creative entertainment marketing campaign.

**Required Texts**
*All texts available at NYU Bookstore or through the bookseller of your choice.*

**THE AGE OF PERSUASION: HOW MARKETING ATE OUR CULTURE** by Terry O'Reilly and Mike Tennant

**DIFFERENT: ESCAPING THE COMPETITIVE HERD** by Youngme Moon

**THE TIPPING POINT** by Malcolm Gladwell

**MARKETING IN THE GROUNDSWELL** by Charlene Li and Josh Bernoff

**JUICING THE ORANGE: HOW TO TURN CREATIVITY INTO A POWERFUL BUSINESS ADVANTAGE** by Pat Fallon and Fred Senn
Also, because this is a class on marketing for entertainment, it’s important that each student is aware of what’s happening in the current media landscape. Read the trades, read the entertainment section of the newspapers, go online and check out the entertainment blog of your choice. You need to immerse yourself in the world of entertainment and media so you can understand what you’ll need to do in your own marketing projects to make them stand out and be successful.

**Assignments**
Because much of marketing is about standing in front of clients and being able to pitch your ideas, participation does matter in this class. You will have at least three presentations for the class: a short presentation on your assigned week to talk about what’s happening in the world of entertainment; a mid-term presentation of your paper analyzing an existing advertising campaign in entertainment, and a final project where you will create a marketing campaign for the entertainment property of your choice. You will also be expected to discuss the assigned texts for the class, as well as serve as the discussion lead on one of the books, and to use these texts in your analysis and proposals to back up your decisions and give strength to your written arguments. You will also be looked upon to offer assistance in brainstorming with your fellow students, in order to help each other make your final projects the best they can be. The idea is that by a few classes in, you will come to class thinking like a marketer.

**Evaluation**
Your final course grade will be based on the following:

Class Participation: 20%

Midterm Project: Analysis of an Entertainment Advertising Campaign -- 30%

Final Project: Development of a Comprehensive Marketing Plan and Creative Campaign – Oral Presentation 20%; Written Proposal 30%

**Evaluation Rubric**

A= Excellent
This work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.

B= Good
This work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.

C= Average
This work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.

D= Unsatisfactory
This work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.

F=Failed
This grade indicates a failure to participate and/or incomplete assignments.

A = 94-100
A- = 90-93
B+ = 87-89
B  = 84-86
B- = 80-83
C+ = 77-79
C  = 74-76
C- = 70-73
D+ = 65-69
D  = 60-64
F  = 0-59

**Course Policies**

**Absences and Lateness**
More than two unexcused absences will automatically result in a lower grade. Chronic lateness will also be reflected in your evaluation of participation. Regardless of the reason for your absence you will be responsible for any missed work. Travel arrangements do not constitute a valid excuse for rescheduling exams. There are no extra credit assignments for this class.

**Format**
Please type and double-space your written work. Typing improves the clarity and readability of your work and double-spacing allows room for me to comment. Please also number and staple multiple pages. You are free to use your preferred citation style. Please use it consistently throughout your writing. If sending a document electronically, please name the file in the following format Yourlastname Coursenumber Assignment1.doc

**Grade Appeals**
Please allow two days to pass before you submit a grade appeal. This gives you time to reflect on my assessment. If you still want to appeal your grade, please submit a short but considered paragraph detailing your concerns. Based on this paragraph I will review the question and either augment your grade or refine my explanation for the lost points.
General Decorum
Slipping in late or leaving early, sleeping, text messaging, surfing the Internet, doing homework in class, eating, etc. are distracting and disrespectful to all participants in the course.

Academic Dishonesty and Plagiarism
The relationship between students and faculty is the keystone of the educational experience at New York University in the Steinhardt School of Culture, Education, and Human Development. This relationship takes an honor code for granted and mutual trust, respect, and responsibility as foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high-quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams to making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you
• cheat on an exam,
• submit the same work for two different courses without prior permission from your professors,
• receive help on a takehome examination that calls for independent work, or
• plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials that are not your original work. You plagiarize when, without proper attribution, you do any of the following:
• copy verbatim from a book, an article, or other media;
• download documents from the Internet;
• purchase documents;
• report from other’s oral work;
• paraphrase or restate someone else’s facts, analysis, and/or conclusions; or
• copy directly from a classmate or allow a classmate to copy from you.

The Steinhardt School of Culture, Education, and Human Development imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses.

STUDENT RESOURCES
Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 719 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Writing Center: 269 Mercer Street, Room 233. Schedule an appointment online at www.rich15.com/nyu/ or just walk-in.

**SCHEDULE OF CLASSES, READINGS AND ASSIGNMENTS**

Sept. 5: Introductions  
Overview of Semester  
History of Brands  
Introduction to the Media Landscape

Sept. 12: Old Media vs. New Media  
Discussion of *The Age of Persuasion*  
Discuss Mid-Term Analysis Project

Sept. 19: What Makes a Good Marketing Campaign?  
Tactics and Creative  
Discussion of *Different*  
Guest Speaker: Randall Lane, Editor in Chief, Forbes

Sept. 26: Who is the Audience?  
Research and How it Can Work for You  
Discuss *The Tipping Point*  
Guest Speaker: Niels Schurmann, EVP, Marketing and Creative, Spike/Viacom Media Networks Entertainment

October 3: Using New Media  
Discuss *Marketing in the Groundswell*

October 10: MID-TERM ANALYSIS PAPERS DUE  
Mid-Term Presentations and Discussion  
Discuss parameters of Final Marketing Campaign Project

October 17: Mid-Term Presentations and Discussion  
Final Project Topics Due

October 24: What’s the Big Idea? How to Create an Effective Campaign  
Discuss *Juicing the Orange*  
Group Brainstorming on Final Project

October 31: Business to Business Marketing and Why it Matters
Internal Marketing

November 7: Working With a Creative Group
    Guest Speaker: Vinny Sainato, Senior Creative Director, SpotCo

November 14: How Do You Measure Success?
    Group Brainstorming on Final Project

November 28: ALL FINAL PROJECT PAPERS DUE
    Final Project Presentations and Discussion

December 5: Final Project Presentations and Discussion
    Starting a Career in Marketing for Entertainment
    Conclusions

SUPPLEMENTAL BIBLIOGRAPHY/SUGGESTED READINGS

WHERE THE SUCKERS MOON: THE LIFE AND DEATH OF AN ADVERTISING
CAMPAIGN by Randall Rothenberg

MADE TO STICK: WHY SOME IDEAS SURVIVE AND OTHERS DIE by Chip Heath
and Dan Heath

BRAND THINKING AND OTHER NOBLE PURSUITS by Debbie Millman

FANS, BLOGGERS AND GAMERS: EXPLORING PARTICIPATORY CULTURE by Henry
Jenkins

CONFESSIONS OF AN ADVERTISING MAN by David Ogilvy

CREATIVE ADVERTISING, NEW EDITION by Mario Pricken

THE 22 IMmutABLE LAWS OF MARKETING by Al Ries and Jack Trout

SUGGESTED WATCHING ON THE WEB

Seth Godin
http://www.ted.com/talks/lang/eng/seth_godin_on_sliced_bread.html

Rory Sutherland
http://www.ted.com/talks/lang/eng/rory_sutherland_life_lessons_from_an_ad_man.html

Alexis Ohanian
http://www.ted.com/talks/lang/eng/alexis_ohanian_how_to_make_a_splash_in_social_media.html