

Contemporary Marketing Communication: Understanding Consumers and Marketing Messages in a Digital Age

Student Hours: Thursdays 11am – 1pm, my office, 226 Garden Suite MHL

The overall aim of the module is to develop a thorough understanding of contemporary marketing communication (CMC) that includes the ‘new horizon’ of communication management in a global cultural context. By drawing on recent research studies and first-hand accounts of strategy development from leading marketing agencies, the module is designed to offer students the opportunity to apply theory that is specific and relevant to the analysis of communication.

A word about terminology used in this module: the title ‘contemporary marketing communications’ is generalist, and used to indicate the broad scope of wider marketing relationships, communication methods and ways of looking at the consumer, and the marketer, in the module.

Promotional channels are sometimes defined quite narrowly in typical texts, for example ‘integrated marketing communications’ (known as ‘IMC’) tends to be over-used and is loaded with presuppositions about the scope, aims and methods of specific channels (the ‘one to many approach’).

There is a strong case to be made for taking a less generalist view when studying this subject. Chief because organisations now take an ‘integrated’ approach to communications planning across the board. This is not assuming that one promotional medium will achieve their aims. Organisations seek to integrate communications strategy through all media channels, combining approaches to communicate the desired image and brand values consistently and powerfully to the target audience.

This Core module allows students to appreciate the wider drive for ‘integrated’ marketing communications, as well as the unique and pragmatic considerations of particular markets and brand competitors. This understanding is to realise that the channel and medium choice has important implications for strategy and communications.

Module aims

The main aims of this module are to:

- Offer a synthesis of theoretical and practical perspectives on promotional communication content and context^{[[L]]}_{[[SEP]]}
- Present a detailed account of contemporary marketing communications practice based on the latest research from academic literature and use of key business publications e.g. Forbes; Business Week; Business Horizons etc.
- Encourage students to draw on their personal experience of advertising and promotion to enhance the theoretical and strategic perspectives of the module^{[[L]]}_{[[SEP]]}
- Examine ethical, critical and social issues arising through contemporary practice in the field of promotional and contemporary communication^{[[L]]}_{[[SEP]]}

Module objectives

At the end of this module you should be able to:^{[[L]]}_{[[SEP]]}

- Appreciate the basic promotional plan based on a strategic communication rationale and including explanations of positioning, targeting and segmentation
- Distinguish between media vehicles and media channels and construct a basic communication plan for a hypothetical promotional campaign
- Define some of the communication marketing objectives that promotional communication can support such as new brand launch, re-positioning, or new channel entry
- Outline the contribution of differing theoretical approaches to promotional communication practice including social and cultural insights
- Evaluate the uses, advantages and drawbacks of alternative research approaches in the communications field
- Discuss debates about particular communication in terms of differing ethical considerations and alternative international regulatory systems
- Interpret creative executions in particular media such as social media placement in terms of the likely target audience and intended market positioning

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- Identify the various advertising agency roles and how these intersect in a typical model of the creative advertising development process

Promotional communication and analysis are an important part of any communication marketing strategy. They are also a significant part of the ‘everyday’ experience of millions of consumers. This module combines these two perspectives, from management and informed by consumer experience. These insights cover not only the consumer influence of promotional communication as a conveyor of norms and values that hold a wide social significance, but also what happens underneath the hood, and the way that this ‘works’ from a communication management point of view.

The other reason for taking a contemporary and critical perspective is that many students come to this area engaged with methods of communication as senders, and are receptive to marketing communications content as receivers e.g. SnapChat advertisements; branded content on Instagram; Updates from Fan Pages on Facebook; loyalty card schemes and data tracking; behaviour and consumer insights to nudge purchase choices; consumer signalling during digital-commerce transactions, such as Amazon’s purchase through-process; identity and data management, such data derived from mobile social apps; and other methods of advertising, broadcast, sponsorship, sales promotion, paid for advertising, corporate communication and so on. These different media and their medium should not be conflated.

1. Teaching Methods and Contact Hours

This module requires 200 hours of study. This includes a combination of workshops and independent study as follows:

Activity	Number	Frequency	Duration	Total Hours
Workshops	9	1 per week	3 hours	27
Student preparation and Reading				173
Total				200

Please note that attendance at the workshops is compulsory and is closely monitored. Once registered in a group, students may not normally change groups. If a change is essential, students should contact the Postgraduate Office for advice.

2. Detailed Syllabus

Topics covered by the module are as follows. Further information will be provided on DUO as the module progresses.

Module Structure

The module is led by Dr Hardey and consists of once-a-week three-hour block sessions. In each session, Dr Hardey will lead a 90minute lecture to introduce the week’s main concepts and reflect on the readings. Following a short 20minute break, the rest of the session is **student-led work**, examining business cases, profiles of brands and companies and coming together for group tasks.

Teaching: Tuesday October 10th – December 5th 2017, room D/W309 - Dawson Building (Archaeology and Anthropology)

Lecture topics overview

Lecture	Topic
1.	Introduction – advertising culture
2.	Consumer communities and social influencers
3.	PR tactics and ‘fake news’
4.	Big data
5.	Gamification and data visualisation
6.	Crowdfunding
7.	GUEST SPEAKER
8.	Legalisation, regulation and communication ethics
9.	Revision, preparation for summative

Module Outline

Session one: Introduction to the course.

This lecture addresses key conceptual issues in the study of marketing and communications, within a broadly interdisciplinary social science perspective. Dr Hardey grounds the analysis of marketing and communications phenomena within broader cultural theories of advertising and society, thereby revealing the shifting significance of the media environment for relations among the consumer, market and public sphere.

The lecture is divided into two main sections. The first examines key concepts underpinning the analysis of marketing and communications phenomena in order to understand processes of mediation in contemporary societies. The second explores selected critical perspectives which have proved influential in the field of marketing, advertising and communications.

Key questions to ask: What are contemporary marketing communications; and why are these so critical to business and commercial success?

Concepts: Advertising culture, consumer environment, brands, symbolism and power, IMC, communication networks, brand resonance, brand building.

Textbook: Hackley, C. Advertising and Promotion – An Integrated Approach 2e. **Chapter 1 Introducing Advertising and Promotion: An Integrated Marketing Communications Approach p. 1 - 30**

Student activity:

Communications and Marketing – a case of manipulation?

Key Reading:

Keller, K. L. (2009). Building strong brands in a modern marketing communications environment. *Journal of marketing communications*, 15(2-3), 139-155.

Paton, E. (2017). Imagining the Retail Store of the Future. April 12. nytimes.com

Vaughn, R. (1980). How advertising works: A planning model. *Journal of advertising research*.

Depth reading:

Castells, M. (2007). Communication, power and counter-power in the network society. *International journal of communication*, 1(1), 29.

Session two: Social influencers, the power of consumer communities and networks.

Companies can [and should?] engage with many online social networks and communities to attract customers, disseminate product information, conduct research, and stimulate innovation. However, for these activities to be successful, it is key that consumers at these platforms trust each other and are willing to share their knowledge freely. This session assesses what companies can do to encourage members of online communities and marketplaces to share information with others. In the lecture students are asked to analyse and examine the hybrid, globalised, cross-media genres and user-generated content that is central to building influence through

marketing communications. To draw the session to a close students will set out to outline the metric of 'influence' and we use the case study of Tinman and Takumi to understand consumer influence bias.

Concepts: Attitudes, perceived risk, involvement theory, behavioural economics, trust.

Textbook: Fill, C. Marketing Communications: brands, experiences and participation, 6/e. Chapter 3 Audiences: how they process information and behave.

Student activity:

Sharing without caring.

Key Reading:

Belk, R. (2017). Sharing without caring. *Cambridge Journal of Regions, Economy and Society*, 10(2), 249-261.

Belk, R. (2016). Extended self and the digital world. *Current Opinion in Psychology*, 10, 50-54.

Hardey, M. (2011). Generation C: content, creation, connections and choice. *International Journal of Market Research*, 53(6), 749-770.

Hardey, M. (2015). Instagram's Changing Economy and Cultural Landscape in the UK – Insta-Report. In association with Tinman. [online].

Marwick, A. E., & Boyd, D. (2011). I tweet honestly, I tweet passionately: Twitter users, context collapse, and the imagined audience. *New media & society*, 13(1), 114-133.

Depth reading:

Aral, S., & Walker, D. (2012). Identifying influential and susceptible members of social networks. *Science*, 337(6092), 337-341.

Butsch, R., & Livingstone, S. (Eds.) (2013) *Meanings of Audiences: Comparative discourses*, Routledge;

Kirmani, A., & Ferraro, R. (2017). 23 CHAPTER Social Influence in Marketing: How Other People Influence Consumer Information Processing and Decision Making. *The Oxford Handbook of Social Influence*, 415.

Lampel, J., & Bhalla, A. (2007). The role of status seeking in online communities: Giving the gift of experience. *Journal of Computer-Mediated Communication*, 12(2), 434-455.

Turkle, S. (2011) *Alone together*. New York, NY: Basic Books.

Session three: Integrating Public Relations and Information Management into the Communication Processes. Including "Fake News".

In this lecture we extend the themes around advertising manipulation from the Introductory session to explore contemporary consumer relationships with advertisers and their methods of selling us 'stuff'. The lecture critically addresses the field of public relations (PR) and its contemporary sister 'fake news'.

Concepts: Relationship marketing (RM); PR, advertising 'facts', story-telling, spin.

Textbook: Hackley, C. Advertising and Promotion – An Integrated Approach 2e. **2 Theorizing Advertising and Promotion p.31 – 66 and 3 The Brand and Integrated Marketing Communications Planning p.67-96.**

Student activity:

Stealth influence and covert marketing.

Key Reading:

Farsetta, D., & Price, D. (2006). Fake TV news: Widespread and undisclosed. *Center for Media and Democracy*, 6.

Gaines-Ross, L. (2010). Reputation warfare. *Harvard Business Review*, 88(12), 70-76. [online]
<https://hbr.org/2010/12/reputation-warfare/ar/1>

Göbel, F., Göbel, F., Meyer, A., Meyer, A., Ramaseshan, B., Ramaseshan, B., ... & Bartsch, S. (2017). Consumer responses to covert advertising in social media. *Marketing Intelligence & Planning*, 35(5), 578-593.

Depth Reading:

Ashkenazi, J. (2014). Defining the Future of PR. *Fast Company*. [online]
<http://www.fastcompany.com/3036158/the-future-of-work/defining-the-future-of-public-relations>

Butsch, R. (ed.), (2007) *Media and Public Spheres*. New York: Palgrave Macmillan.

Couldry, N. and Curran, J. (eds) (2003) *Contesting Media Power: Alternative media in a networked world*. Lanham, MD: Rowman & Littlefield.

Phillips, R. (2015). *Trust Me, PR is Dead*. London: Unbound. Chapter Three – Public Leadership.

Rotfeld, H. J. (2008). The stealth influence of covert marketing and much ado about what may be nothing. *Journal of public policy & marketing*, 27(1), 63-68.

Session Four: The significance of [Big] data and information for contemporary marketing communications

Marketing communications and consumer research has shifted over time in relation to rapidly changing digital phenomena, but arguably finds itself in 'crisis' when faced with algorithms and ubiquitous digital data. However, there are many highly significant approaches that are being pursued and have the potential to contextualise, situate and critique consumptive behaviour and practices of data. This lecture offers an intensive exploration of the significance of what are known as 'big data' and the related consumer information within contemporary societies and communications. At a time when intensive data-gathering about digital activity is central to both business models and to marketers' strategies for understanding their consumers, the lecture's critical perspective on the "move towards data" is highly relevant, allowing students to understand, evaluate and respond to the social and consumer contexts of data production and analytics. You will also consider the cultural aspects of data's role within everyday life.

Concepts: Market research operations, data types and structures

Textbooks: Fill, C. *Marketing Communications: brands, experiences and participation*, 6/e. Chapter 9 Evaluation and metrics

Hackley, C. *Advertising and Promotion – An Integrated Approach 2e*. 9 Advertising Research 255 – 284.

Student activity:

Why sneakers are a great investment and the parable of Google flu.

Key Reading:

boyd, d., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, communication & society*, 15(5), 662-679.

Davenport, T. H., Barth, P., & Bean, R. (2013). How 'big data' is different. *MIT Sloan Management Review*, 54(1).

Hardey, M. (2014). *Marketing Narratives: Researching Digital Data, Design and the In/Visible Consumer*. *Big Data?: Qualitative Approaches to Digital Research*, 13, 115-135.

Lazer, D., Kennedy, R., King, G., & Vespignani, A. (2014). The parable of Google Flu: traps in big data analysis. *Science*, 343(6176), 1203-1205.

Depth reading:

Aral, S. (2013). The problem with online ratings. *Sloan Management Review*, 55 (2). [online]
<http://sloanreview.mit.edu/article/the-problem-with-online-ratings-2/>

Davenport, T. H., & Harris, J. G. (2007). *Competing on analytics: The new science of winning*. Harvard Business Press. Recommend, Chapter One – The nature of analytical competition; and Chapter Two – What makes an analytical competitor? [available as Google Book] [extracts on DUO]

Lohr, S. (2012). How big data became so big. *New York Times*, 11.

Lohr, S. (2012). The age of big data. *New York Times*, 11.

Thelen, S., Mottner, S., & Berman, B. (2004). Data mining: On the trail to marketing gold. *Business Horizons*, 47(6), 25-32.

Session Five: What to do with consumer insights? Data visualization and communicating a clear marketing message through the use of novel communications such as game dynamics – Gamification*

Marketing communications is built on consumer impulses and their motivations, so it ties very directly into the psychology of games. This lecture introduces students to some of the major psychological concepts relevant to consumer actions and takes as an example the novelty and emerging popularity of gamification for the marketing industry. The lecture focuses on consumer behavioural approaches (including memes) and reward design and also identifies the risks and alternatives to this approach.

*Gamification is the application of game elements and digital game design techniques to non-game problems, such as business and consumer impact challenges.

Gamification **is not** about:

- collecting badges
- gaining points purely for status
- your status
- being top of the leader board

Gamification **is** about:

- encouraging individuals to apply themselves through **memorable actions**
- providing intrinsic and extrinsic **motivation**

Concepts: Gamification, visualisation, dynamics to influence, consumer behaviour, motivation

Student activity:

Information is beautiful

Key reading:

Either one of the following David Beer articles:

Beer, D., & Burrows, R. (2013). Popular culture, digital archives and the new social life of data. *Theory, culture & society*, 30(4), 47-71.

Beer, D. (2013). Data Play: Circulating for Fun. In *Popular Culture and New Media* (pp. 101-121). Palgrave Macmillan UK.

And:

Lupton, D. (2017). Feeling your data: Touch and making sense of personal digital data. *New Media & Society*, 1461444817717515.

Lucassen, G., & Jansen, S. (2014). Gamification in Consumer Marketing-Future or Fallacy?. *Procedia-Social and Behavioral Sciences*, 148, 194-202.

Depth reading:

Fan, T., Golder, P. N., & Muller, E. (2016). Consumer Usage of Multi-Media, Multi-Form Communications: Are They Complements or Substitutes?

Killian, G., & McManus, K. (2015). A marketing communications approach for the digital era: Managerial guidelines for social media integration. *Business Horizons*, 58(5), 539-549.

Kennedy, H., Hill, R. L., Aiello, G., & Allen, W. (2016). The work that visualisation conventions do. *Information, Communication & Society*, 19(6), 715-735.

Wiggins, B. E., & Bowers, G. B. (2015). Memes as genre: A structural analysis of the memescape. *new media & society*, 17(11), 1886-1906.

Other resources:

Please explore the New York Times's site FlowingData.com <https://flowingdata.com/tag/new-york-times/>

Data visualization guide by HubSpot [on DUO]

[Medium](#) | '2016: A Watershed Year for Data Visualization'

[MIT](#) | '50 years of Data Science' an essay by Stanford statistics professor David Donoho from 2015

[Medium](#) | ...and here are some comments about it

[Medium](#) | 'Beautiful Reasons: Engaging Aesthetics for Data Narratives'

[HBR](#) | 'Is That Chart Saying What You Think It's Saying?'

[CGWTFE](#) | Some interesting thoughts about some of the pitfalls experienced in research collaborations

[ET](#) | 'Crafting charts that can withstand the data deluge'

[Gravy Anecdote](#) | 'Dataviz criticism: know the author's intentions first'

[Data, etc.](#) | 'Felton Annual Report — A Eulogy'

[Computer Weekly](#) | 'English Rugby Football League uses data analytics to boost performance'

[Storytelling with Data](#) | 'Is there a single right answer?'

[Ted](#) | 'How to use data to make a hit TV show'

[Jonathan Gray](#) | Talk: "Ways of Seeing Data: Towards a Critical Literacy for Data Visualisations as Research Objects and Devices", University of Amsterdam, 14th January 2016

[Chartbeat](#) | 'The Data behind the Most-Read Article of 2015'

[Info We Trust](#) | 'Turning Data into Cash: How to create meaningful businesses with information'

[MIT Center for Civic Media](#) | 'What would feminist data visualization look like?'

[Medium](#) | 'Whose Grid Map is better? Quality Metrics for Grid Map Layouts'

[EastCo Design](#) | 'Why Desktop UX Still Has Something To Teach Mobile'

Session Six: Smart sharing economy and Crowdfunding.

Due to the recent popularity of crowdfunding, a broad magnitude of crowdfunding impact and their 'successful' stories have emerged. As a consequence, existing classifications of crowdfunding are conceptual, lack theoretical grounding, and are not empirically validated. In this session, we develop and review the categorisation of crowdfunding methods, opportunities, commercial success and failure, which is grounded in the theories of two-sided markets and communication intermediation. Integrating these theories, in the session students will develop a

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crowdfunding intermediation model for performing cluster ‘success’ review and analysis of the latest crowdfunded projects. Three generic archetypes of crowdfunding are explained: Hedonism, Altruism, and For Profit. Student’s will develop an appreciation for how to manage financial intermediation and digitally transform exchange relations between capital-giving and -seeking agents in two-sided markets. For practice, this session will help characterise the marketing communications industry as it stands today in 2017/18.

Concepts: collaborative consumption, social customer relationships, sharing economy,

Textbooks: Fill, C. Marketing Communications: brands, experiences and participation, 6/e. Chapter 26 Messages and appeals.

Student activity:

Zero sum: Funding marketing campaigns.

Key Reading:

Agrawal, A. K., Catalini, C., & Goldfarb, A. (2013). Some simple economics of crowdfunding (No. w19133). National Bureau of Economic Research.

Geron T (2013) The share economy. Forbes, 11 Feb 2013, pp 58–66.

Lacan, C., & Desmet, P. (2017). Does the crowdfunding platform matter? Risks of negative attitudes in two-sided markets. *Journal of Consumer Marketing*, (just-accepted), 00-00.

Depth reading:

Ahlers, G. K., Cumming, D., Günther, C., & Schweizer, D. (2015). Signaling in equity crowdfunding. *Entrepreneurship Theory and Practice*.

Lambrecht, A., Goldfarb, A., Bonatti, A., Ghose, A., Goldstein, D. G., Lewis, R., ... & Yao, S. (2014). How do firms make money selling digital goods online?. *Marketing Letters*, 25(3), 331-341.

Mollick, E. (2014). The dynamics of crowdfunding: An exploratory study. *Journal of Business Venturing*, 29(1), 1-16.

Pais, I., & Labate, S. (2014). Crowdfunding and free labour: gift, exploitation or investment?. *Sociologia del lavoro*. [case study from Italy].

Session 7: Guest Speaker

This core module also includes an invited speaker series (‘Contemporary Communication Talks’) which addresses the interface between academic issues taught on the Marketing Communications module and professional issues facing the marketing and communications industry. Speakers will normally include a mix of journalists and executives working for UK and global media companies. The purpose of the session is to provide an opportunity for students to relate the topics and themes addressed within their academic studies to the debates and concerns currently facing practitioners.

Student activity:

Questions to be prepared for the Guest Speaker.

Session eight: Legal knowledge, regulation and clarifying ethical debates

In this lecture we explore the context of ‘meaningful accountability’ and to what degree consumers have knowledge of their privacy and what is actually being done in pursuit of achieving marketing and advertising goals. To this, some commentator object that greater advertising authority and transparency will make consumers feel less safe and it is, in any event, impossible to achieve in the era of automated data mining and predictive analytics. Critical theory, supplies the basis for understanding emergent, constructs of regulation, and so we discuss in this lecture whether it is more faithful to marketing industry and consumer experience to put in place ethical guidance for disembodied, autonomous subject as the baseline for any set of marketing communications.

Concepts: privacy, consumer privacy, online privacy, legal and ethical issues, corporate ethical policy

Textbooks: Fill, C. Marketing Communications: brands, experiences and participation, 6/e. Chapter 8 Advertising: Ethics and Regulation 219 – 254.

Student activity:

Debating the consumer privacy complex.

Key reading:

Cohen, J. E. (2012). What privacy is for. *Harv. L. Rev.*, 126, 1904.

Martin, K. D., & Murphy, P. E. (2017). The role of data privacy in marketing. *Journal of the Academy of Marketing Science*, 45(2), 135-155.

Van Dijck, J. (2014). Datafication, dataism and dataveillance: Big Data between scientific paradigm and ideology. *Surveillance & Society*, 12(2), 197.

Depth reading:

Cohen, J. E. (2014). The surveillance-innovation complex: The irony of the participatory turn.

Goodwin, C. (1991). Privacy: Recognition of a consumer right. *Journal of Public Policy & Marketing*, 149-166.

Morrow, J. I. (2001). Informed consent should be sought before data are used by registries. *British Medical Journal*, 322, 549.

Session Nine: A crisis in marketing communications? Integrating research

Doing research about, with and for marketing communications.

Course review | Assignment | Questions.

Lecture for one-hour.

Student activity:

The rest of this session is set up to let students prepare their summative work.

Christmas food and drink provided.

Session themes:

Power and influence of contemporary marketing communications

- power of social influence
- normative influence
- using social influence to increase success
- when social influence is anti-social
- conformity or divergence? ?

Revision reading:

Belk, R. (1988). Possessions and the extended self. *Journal of consumer research*, 15(2), 139-168.

Kitchen, Philip J., Joanne Brignell, Tao Li and Graham Sprickett Jones (2004), "The Emergence of IMC: A Theoretical Perspective," *Journal of Advertising Research*, (March) 19-30.

Kim, J., Kim, J., Kim, J. E., Kim, J. E., Marshall, R., & Marshall, R. (2016). Are two arguments always better than one? Persuasion knowledge moderating the effect of integrated marketing communications. *European Journal of Marketing*, 50(7/8), 1399-1425.

Schultz, Don E. and Philip J. Kitchen (2000), "A Response to "Theoretical Concept or Management Fashion?," *Journal of Advertising Research*, 40, 5, 17-21.

3. Teaching Material and DUO

Extensive use will be made of the DUO (Durham University On-line) on-line learning support system. Copies of lecture notes and other teaching material will be made available for downloading from DUO in advance of the relevant lecture, and you are recommended to make use of this facility. Further information on the material available on DUO.

You should consult the module entry on DUO at least every 2 days.

The lecturers may be contacted during their scheduled consultation hours for which no prior appointment is required. Details of these hours will be posted on DUO. On urgent matters outside these times, you can arrange an appointment, preferably by email. Should you have an urgent problem and the module leader is not available, please contact the Postgraduate Office.

Staff will communicate with you via announcements in lectures and classes, e-mails, the internal post and the announcement board on DUO. You should check your e-mail and DUO regularly, possibly once a day but at least every 2 days.

If you wish to communicate with fellow students on matters relating to the module, you may ask your lecturer/tutor to make an announcement at the beginning/end of a lecture or class. Alternatively, you may send group e-mails via DUO, or individual e-mails.

4. Student Centred Learning

Preparation for this module

Private study is essential for this module. The workshops cover a range of material and students will miss important concepts and understanding if they do not engage with the reading.

As we shall see during the course of the module, communication and what are viewed as 'promotional media' and medium are to be comprehended in different ways.

Marketing communications infrastructure has changed dramatically. It is increasingly difficult to place definitively creative brand strategies into neat boxes and clearly demarcated media categories since developing technology, and especially digital software and smart mobile devices, are opening up hybrid forms of promotional communication. It is also dangerous to understand contemporary marketing communications through one medium. Who, for example, has used effectively a QR code?

Students will appreciate that definitions can be misleading since promotional communication is, in terms of the use of media, more fluid and creative than ever before. Moreover, in many campaigns, traditional promotional categories overlap. So, for example, brand placements appear in computer games which themselves are branded and marketed. In this model, there are brands within brands. These placements are carefully designed and negotiated to be mutually beneficial to the placed brand and the computer game. Sponsored links to branded websites appear on social network sites (SNSs) like Facebook and photo-sharing on Instagram and Flickr, again combine brands within brands for a mutually enhancing strategic effect.

At the time of writing, YouTube (owned by Google) is the worlds most popular search medium. There is huge commercial potential where such volumes of consumers gather. The internet is creating entirely new business models that are based on communication. The hybrid brand communications strategies and new business models made possible by new communications technology defy easy categorisation. This module seeks to offer a new perspective on this rapidly evolving field by drawing on not only recent first-hand research into how marketing

communication strategies are developed and executed, but also on contemporary social research. By so doing the module balances managerial issues with social and cultural issues in this field.

Understanding social media

Contemporary marketing communications is related to business models that offer rapid growth, innovation and evaluation. In preparation for the module students should appreciate this proportional growth and how it is related to consumer targeting.

Based on data from PewResearchCentre* (fielded in January 2016, published 2017), the percentage of American adults who use the internet offer some comparable data:

- Multi-platform use is on the rise: 52% of online adults now use two or more social media sites, a significant increase from 2013, when it stood at 42% of internet users.
- For the first time, more than half of all online adults 65 and older (56%) use Facebook. This represents 31% of all older citizens.
- For the first time, roughly half of internet-using young adults ages 18-29 (53%) use Instagram. And half of all Instagram users (49%) use the site daily.
- For the first time, the share of internet users with college educations using LinkedIn reached 50%.
- Women dominate Pinterest: 42% of online women now use the platform, compared with 13% of online men.

Set out in this module, students will appreciate the key terms for understanding communication and promotion planning that include; strategy, integration, research and analysis. Strategy refers to the need for communications to have a clear purpose that is consistent. Integration refers to the need for communications planners to consider the interaction of different medium and related channels. This understanding will be based on key marketing research and analysis that refers to the need for communications to be grounded in relevant consumer data. ^[1]_{SEP}

5. Summative Assessment

Summative assessment will take the form of an individual assignment to be undertaken at the end of the Michémas Term. Details of the format of the assignment, including the length and the number of themes to be answered, plus summative assignment information is given in the Programme Handbook, along with information on the submission process and details of how we mark.

6. Assessment Criteria

Performance in the formative and summative assessments for this module is judged against the following criteria:

- Relevance to question(s)
- Organisation, structure and presentation
- Depth of understanding
- Analysis and discussion
- Use of sources and referencing
- Overall conclusions.

7. Reading List

Private study of recommended reading material is an integral part of the module. The list of recommended reading given for each topic in the module syllabus is divided into 'essential' and 'recommended' reading. 'Essential' readings are primarily intended to reinforce your understanding of the core lecture material. Where more than one such item

* Based on report from Pew, published January 2015 – 'Social Media Update 2014', BY MAEVE DUGGAN, NICOLE B. ELLISON, CLIFF LAMPE, AMANDA LENHART AND MARY MADDEN - <http://www.pewinternet.org/2015/01/09/social-media-update-2014/>

is listed, these should usually be regarded as alternatives. 'Recommended' reading is intended to broaden and deepen your understanding.

Notice of further items of recommended reading will be posted on DUO during the course of the module.

Guidance to the readings

This is designed to be a responsive reading list. This means that students will self-select the topics that interest them most and use the texts here to map their reading experience. The Module Leader (Dr Hardey) will offer guidance. It is not expected that students will read all of the reading material. Students who are keen to acquire the basics should begin with the textbook material and work their way through the list to identify topics of most interest to them.

Reading list by topic – updated 201718

Main marketing and communication textbooks

Hackley, C. (2010) Advertising & Promotion: An Integrated Marketing Communications Approach. London: Sage.

Fill, C. (2011) Essentials of Marketing Communications. London: Prentice Hall.

Fill, C. (2007) Marketing Communications: Engagements, Strategies and Practice. London: Prentice Hall.

Fill, C. (2006) Simply Marketing Communications. London: Sage.

Kitchen, P. (1999) Marketing Communications Principles and Practice. Carnegie: EMEA.

New additions for 2017, please note that some of these are Kindle versions only

Baker, M. J. (2014). Marketing strategy and management. Palgrave Macmillan.

Fuchs, C. (2013). Social Media: A Critical Introduction. London: Sage.

Griffin, A. (2014). Crisis, Issues and Reputation Management: A Handbook for PR and Communications Professionals (PR In Practice).

Phillips, R. (2015). Trust Me PR is Dead. [only on Kindle] see DUO for extracts

Data and consumer social information

boyd Danah & Crawford K., 2012. Critical Questions for Big Data. Information, Communication & Society, 15(5), pp.662–679.

Cohen, J. 2012. Configuring the Networked Self: Law, Code, and the Play of Everyday Practice. New Haven: Yale University Press.

Gitelman, L, Ed. 2013. "Raw Data" is an Oxymoron. Cambridge, MA: MIT Press

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Resources

Before coming to study for this module, students will find it useful to peruse the following academic journals: [L] [SEP]

Big Data & Society

Journal of Advertising Research [L] [SEP]

Journal of Consumer Research [L] [SEP]

Journal of Advertising [L] [SEP]

Consumption, Markets and Culture [L] [SEP]

Journal of Marketing Communications [L] [SEP]

International Journal of Advertising

International Journal of Market Research [L] [SEP]

Information Communication and Society [document delivery service only]

Marketing Theory

Digital links

This is the website of a consulting organisation working in brand symbolism. It carries a number of interesting articles and other resources on symbolism in popular culture <http://www.symbolism.org/about.html>

Examples of advertisement Agencies and professional associations:

<http://www.fallon.com/05/fallon.html>

<http://www.saatchi.com/worldwide/index.asp>

<http://www.aaasite.org/>

Marketing data and analysis

<http://www.pewresearch.org>

<http://www.appannie.com/>

Media

Bloomberg

Business Week

Business Horizons

Forbes

Fox Business Network

New York Times

BUS14H215 Module Handbook, prepared by Dr Hardey, M.

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New York Post

Newsweek

Huffington Post / UK

TheDrum

Students are encouraged to include research direct from companies and platforms, for example, Facebook Press Room; YouTube Press; Twitter Press; Instagram Press Room and more...