



BUSI 3205 A
Marketing Communications
Fall 2016

Instructor: Dr. Robin Ritchie
Telephone: 613-520-2600 ext. 2420
Office: 928 DT
Office Hours: Friday 11:30 – 1:00 p.m. or by appointment
Class: Friday 8:35 – 11:25 a.m. (Canal Building 3101)
E-mail: robin.ritchie@carleton.ca
Textbook: PROMO² (2013 Edition) by O'Guinn, Allen & Semenik, ISBN 978-1133626176

CALENDAR COURSE DESCRIPTION

Promotion as communication process and marketing tool. Integrating advertising, direct/digital marketing, interactive media, sales promotion, public relations, personal selling through strategic planning (research, budgeting, organizing, creative and media strategy), execution, and campaign evaluation. Regulatory, ethical, social issues considerations.

PREREQUISITES

BUSI 2208 (Introduction to Marketing) or BUSI 2204 (Basic Marketing) with a grade of C– or higher. (Equivalent courses may be accepted in the case of exchange students.) Please note that the Sprott School of Business enforces all prerequisites.

You are expected to have a good working knowledge of core marketing concepts (e.g., SWOT/PEST analysis, segmentation / targeting / positioning, value proposition, customer satisfaction, product strategy, pricing strategy, distribution channel strategy, etc.). If your foundational understanding is lacking, please invest some time revisiting your notes from Introduction to Marketing, or pursuing additional reading in any of the standard introductory marketing textbooks available from the library.

COURSE PERSPECTIVE

Marketing communications are a critical part of the marketing mix and a key determinant of an organization's success. Marketers communicate with customers about their offerings in order to shape perceptions, influence behavior, and drive purchase. To achieve these goals, they develop integrated marketing communications (IMC) strategies that describe what should be said to whom, through what media, and how often. This course will familiarize you with the process of formulating and implementing these strategies, including the various promotional tools available to marketers and the criteria used to select and evaluate them.

The complexity of marketing communications decisions has grown dramatically in recent years with the rise of interactive and social media, increasingly dynamic competitive environments, heightened brand parity, and more sophisticated measurement and prediction techniques. As a result, it is more important than ever for managers to understand the principles and practices underlying the development and implementation of effective marketing communications.

OBJECTIVES / LEARNING OUTCOMES

After completing this course, you should be able to:

1. Understand how organizations use marketing communications to build brand identity, brand equity, and profitable relationships with customers.
2. Describe the structure of the marketing communications industry, including the nature of relationships between manufacturers, advertising agencies, retail outlets and consumers.
3. Identify the major traditional and emerging marketing communications tools, their contributions to the overall promotional mix, and the circumstances under which each is most effective.
4. Summarize key insights from leading theories of communication, information processing, and persuasion, and use them to identify optimal promotional strategies and activities.
5. Develop a detailed marketing communications plan to enable an organization to reach its target audience(s) and achieve specified marketing and communications goals;
6. Identify appropriate tools to measure and evaluate the effectiveness of a marketing communications campaign.

COURSE PREREQUISITE

BUSI 2208 (Introduction to Marketing) or BUSI 2204 (Basic Marketing) with a grade of C- or higher. (Equivalent courses may be accepted in the case of exchange students.) Please note that the Sprott School of Business enforces all prerequisites.

You are expected to have a good working knowledge of core marketing concepts (e.g., SWOT/PEST analysis, segmentation / targeting / positioning, value proposition, customer satisfaction, product strategy, pricing strategy, distribution channel strategy, etc.). If your foundational understanding is lacking, please invest some time revisiting your notes from Introduction to Marketing, or pursuing additional reading in any of the standard introductory marketing textbooks available from the library.

GRADING SCHEME

Your grade for this course will be computed from the following components:

Assignment #1 – Critique of an Ad or Campaign	10%
Midterm Exam	20%
Assignment #2 – Case Analysis	30%
Group Project – Written IMC Campaign Plan	20%
Group Project – Presentation	10%
Contribution to Class Discussion	10%
TOTAL	100%

Each component will be assigned a percentage score, and your final course grade will be a weighted average of each of these components. All final grades are subject to approval by the Dean.

Requirements for Satisfactory In-Term Performance. There is no final exam in this course; all work will be completed during the academic term. The requirement for satisfactory in-term performance is an average of 50%, based on the above components weighted according to the scheme indicated.

- **Assignment #1 – Critique of an Ad or Campaign:** This assignment will give you an opportunity to apply IMC concepts to a real-world example and reflect on factors that contribute to effective marketing communications. Your task is to select an individual ad (or ad campaign) and evaluate it. The document you submit (double-spaced and no longer than 1,500 words) should include the following components:
 1. *Target audience* – Who is the ad/campaign aimed at? Although you are free to research this using external sources, answers can often be inferred from characteristics of the product, executional elements of the ad (e.g., type of language used, actors featured, cultural references made) and what is known about typical users of the brand. Be as specific as possible in terms of demographics, lifestyles, purchase behaviors, etc. Why is this audience critical for the advertiser?
 2. *Communication objective* – What is the main thing this ad/campaign is trying to accomplish? Increase awareness? Enhance perceptions of the product, brand, or company? Stimulate purchase or other behaviors? Something else? (Be sure to clearly explain your basis for drawing this conclusion.) Do you think the ad will achieve its objective? Why or why not?
 3. *Key consumer benefit* – What “unique selling proposition” (USP) does the advertiser offer to convince the target to buy the product or service (or like the company)? In your view, does this USP make sense?
 4. *Support* – How does the advertiser convince the target to believe in the key benefit? What specific executional elements in the ad / campaign (e.g., explicit claims, implicit claims, endorsements, visual elements, cultural references, etc.) provide support?
 5. *Tone and manner* – What is the product / brand personality expressed in the advertising? What stylistic elements (e.g., music, colors, layout / editing techniques) are used to convey this? Is this personality consistent with the brand’s desired position?

Keep in mind that the reasoning you provide to support your assertions is a critical part of this assignment: You need to offer specific evidence and sound logic to convince your reader (in this case me) that your ideas have merit. The essence of your critique should be a well-supported argument regarding the degree to which you feel the ad / campaign achieves the advertiser’s apparent objectives.

NOTE: Please include a brief description of the ad / campaign in an appendix (this does not count toward the page limit), along with a copy of the ad or a sample of advertising from the campaign (hard copy or active web link). The ad critique is due on **September 23** at the beginning of class.

- **Midterm Exam:** The objective of the midterm exam is to assess your understanding of the core concepts and theoretical underpinnings of marketing communications, including: the role of promotion in overall firm strategy (Chapter 1), the evolution of promotion and current trends (Chapters 2 & 3), industry structure (Chapter 3), market analysis (Chapter 4), buyer behavior and decision-making (Chapter 5), and message design and media selection principles (Chapter 8). The exam will consist entirely of multiple choice questions, and will be based on assigned readings and

material covered in class during weeks 1–4 of the course. The midterm will be held during our regular class time on **October 7**.

- **Assignment #2 – Written Case Analysis:** This assignment will require you to synthesize and apply concepts covered in the first half of the course. You will be given a case describing a real-world marketing communications problem and asked to form insights and make recommendations on how the client organization should proceed. Your (individual) submission should be double-spaced, no longer than 3,000 words, and include no more than two additional pages of appendices.

Your written case analysis will be evaluated on the following dimensions:

<i>Comprehension</i>	Was the nature of the problem / opportunity properly understood and adequately described?
<i>Logic</i>	Do your recommendations constitute a logical solution to the problem / opportunity you are addressing and do you offer reasonable support (both strategic and financial) for those recommendations?
<i>Flow</i>	Is your report easy to follow, with one idea leading naturally to the next, or does it jump from one idea to another with little semblance of continuity?
<i>Grasp of material</i>	Does your report demonstrate an understanding of relevant concepts covered in class and in the course readings?
<i>Language</i>	Is your writing concise and easy to understand, with correct grammar and spelling?

The case will be distributed during the first few weeks of class. Your analysis, which must be completed individually, is due on **October 21**.

- **Group Project – Written Campaign Plan:** This is the capstone assignment for the course. Its aim is to give you an opportunity to apply the concepts and ideas from our readings and class discussions to a real-world problem, along with hands-on experience with the collaborative process of developing an integrated marketing communications plan. Working in a team of 4, you will develop an IMC plan for an actual organization.

When forming your groups, you are encouraged to work with individuals who have skill sets that complement your own. Practical matters such as availability and preferred work styles can also be an important consideration. Please begin thinking about whom you would like to work with as soon as possible; your list of group members must be submitted to me by **October 14**.

Final reports should be addressed to the client, no longer than 7,500 words, printed on 8½×11" paper, double spaced, using 12-point type and 1-inch margins. They are due in class on **December 2**.

- **Group Project – Presentation:** To familiarize you with the experience of “pitching” a client, your group will also make a 15 minute presentation of your IMC plan. (Typically, the client and a representative from their agency will be on hand to listen to your ideas and provide feedback.) Prepare as if you were an agency seeking to win the account. You will be evaluated on the quality of your insights, the connections you draw between these insights and your plan, the extent to which your strategy is both “on-strategy” and creative, the persuasiveness and professionalism with which you state your case, and your ability to field questions.

As you prepare your presentation, please keep the following points in mind:

- *Be focused* – You have a limited amount of time to present, so focus on key points and avoid providing too much detail. Your goal is to convince the client that your group has insight into their problem and the marketing communications plan that responds most effectively to their needs, not to lay out every aspect of your plan.
- *Delivery matters* – In any pitch, it is important to present information in an organized fashion and to argue your case as persuasively as possible. Your slides should look professional, and your delivery should be polished and enthusiastic. Rehearsing your presentation is highly recommended.
- *Choose the right number of presenters* - While all members of your group should be involved in preparing the presentation, not all of you need to actually present. Choose the number of presenters that makes sense for your pitch, and think of other ways for the remaining group members to contribute during your presentation.
- *Anticipate problems* – While presentations are normally (though not necessarily) based around a series of PowerPoint slides, they may also involve other elements. If you require any equipment that is not part of the regular classroom setup, please make arrangements with Instructional Media Services (www.carleton.ca/ims/) at least two weeks prior to your presentation. Also, be sure that your laptop works with the overhead projector, and have a back-up plan in case of technical problems.

Your group should also prepare a one-page handout summarizing your plan. A copy of this handout and of your presentation (i.e., the PowerPoint slides) should be given to me and to the client at the beginning of the presentation. Presentations will take place during our normal class times on **December 2** or at a mutually agreed upon time during the last two weeks of class.

Peer Evaluation for Group Work

To deter social loafing and ensure fairness in grading, peer evaluation will be used for both the group project and presentation. The specific procedure will be as follows: Each member will take 100 points and allocate those points to their group members (including him or herself) to reflect the contributions made by each member. So, for instance, if there are 3 members in a group and everyone contributed equally, each individual would receive 33⅓ points. Conversely, if an individual contributed relatively little, the remaining group members might allocate few points to that member. To ensure that these peer evaluation scores are reasonable and free from personal bias, you will be asked to provide a detailed written explanation for your point allocation.

- **Contribution to Class Discussion:** Meaningful participation in the classroom discussion is important for your own learning and the learning of your peers. To reward and encourage this behavior, I will assess the quality and impact of your participation and use this as the basis for 10% of your course grade. Please note that there is a difference between merely speaking and contributing meaningfully. Your goal should be to help your peers see, learn or notice something useful that might otherwise have been overlooked.

Examples of meaningful contribution include (but are not limited to):

- raising or answering important questions
- commenting on issues raised by the instructor or other students
- mentioning relevant items of interest from the media or personal experiences
- offering constructive criticism of another's ideas

Web-based social media offer a highly effective mechanism for extending this discussion outside of class time, as well as unique opportunities to collect and comment on relevant material as it is encountered. With this in mind, contributions to the class discussion can also be made via posts to our Facebook group, located at <http://www.facebook.com/groups/busi3205/>. Please note that principles of good contribution still apply: When posting links, videos or images, you should strive to offer meaningful commentary and critical thinking. Valuable contributions can also be made by commenting on posts made by others.

Please note that the BUSI 3205 Facebook group is private and can only be accessed by registered members. To join, you will need to sign up for a Facebook profile and click the "Ask to Join Group" button when you first visit the group home page.

POLICIES AND EXPECTATIONS

Class Attendance and Participation. I expect you to attend all sessions of this course, but I also understand that unusual circumstances can arise. If you are unable to be in class due to ill health or other reasons, please advise me in advance via e-mail. Regardless of your reasons for missing class, please keep in mind that you are responsible for informing yourself about the material covered, obtaining class notes, and picking up handouts.

Engagement during class and involvement in class discussion are critical to your learning and to the learning of your classmates. It is important to complete all assigned readings prior to class so that you are prepared to actively contribute to the day's discussion. Also, since you must be present to participate in classroom activities, there is no way to "make up" for a missed class; simply do your best to be an active participant in the remaining sessions.

Written Assignments. Assignments are due at the beginning of class. To simplify the grading process, I require students to submit a hard copy of all written assignments during our regular class session on the day the assignment is due (this is the copy that will be read and graded) and upload an electronic version to cuLearn (this will serve as a backup in case the hard copy is damaged or misplaced). You should also retain a duplicate hard copy of all work submitted.

Late Assignments. If you are unable to attend class on the day an assignment is due, it is your responsibility to ensure that I receive a copy of your assignment prior to the deadline. Submissions sent via e-mail will be accepted, but only if successfully received (i.e., claiming that an e-mail was sent, but not delivered, does not constitute acceptable grounds for accommodation). Requests for extension will be considered in cases of serious illness or other exceptional circumstances.

To provide a level playing field for all students, strict penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of ten (10) percentage points, followed by an additional two (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 70% if submitted after the deadline on the due date, 68% if submitted the following day, and so on.

Group Work. The purpose of group assignments is to give you an opportunity to share ideas and learn from your peers in a more interactive fashion than is normally possible in the classroom. The group assignment for this course relies on integrative thinking to successfully conceptualize the marketing communications problem, develop an appropriate strategy, and translate that strategy into a specific communications plan. As such, I expect you to complete each stage of the assignment as a group, rather than dividing the assignment into parts for individual completion. Groups who use the latter approach tend to produce disjointed work that receives much lower grades.

Because you are expected to work together on group assignments, all group members are jointly responsible for any infractions of academic integrity. Hence, if one group member plagiarizes or fails to cite sources, all members of the group will receive the same penalty. I will not entertain appeals that you did not personally complete the offending portion of the assignment.

Classroom Distractions. Because of their potential to disrupt classroom discussion, mobile communications devices should be turned off while in class. If special circumstances require you to keep your device turned on, please discuss this with me prior to class.

Since our class takes place in the morning, I recognize that some students may wish to eat or drink during class. This is fine. However, in consideration of your classmates, please avoid food with strong odors or loud/crinkly packaging, and be discreet when eating.

Laptops are permitted in class for course-related activities, but please do not use your laptop for other purposes (e.g., surfing, e-mailing) since these can be distracting. Inappropriate classroom use of laptops will be noted and will negatively affect your participation grade.

Course Website. The website for this course can be accessed through CULearn. You are encouraged to visit the site regularly for announcements and supplementary course materials, including PowerPoint slides and information related to course assignments. Assignment and exam grades will also be posted to CULearn as soon as they become available. If you are not familiar with the use of CULearn, consult the Carleton University help page at <http://carleton.ca/culearnsupport/>.

Email Policy. I do not generally respond to e-mails over the weekend. During the week, I will strive to answer your e-mails within 48 hours, although some of my responses may be quicker. Please note that I expect regular attendance and will not provide e-mail answers to questions that have already been asked and answered in class; please consult your classmates in such cases.

ABOUT THE TEXTBOOK

The required textbook for this course is PROMO², 2013 Edition, by O'Guinn, Allen & Semenik (ISBN 978-1133626176). It is available for \$94.00 (new) or \$70.50 (used) at the Carleton Bookstore. Used copies may also be available at a reduced price from Haven Books or online booksellers.

This is a U.S. textbook for which there is no Canadian edition. However, you will find that it is thorough, concise, and easy-to-read, with helpful tools to assist you in mastering the material. I have also found it to be the most up-to-date marketing communications textbook available, due to its broad range of current examples and chapters devoted to online/interactive (e.g., e-commerce, sponsored blogs, search engine optimization, social networking) and alternative marketing (e.g., influencer marketing, branded entertainment, alternative media, and in-store advertising).

Please note that the purchase price for this textbook includes a code to access both the eBook and the CourseMate web site, which includes quizzes, videos, and interactive challenges designed to help you master the material. Used copies generally have an expired code, meaning that they do not provide access to these online resources. The online content is useful but not essential.

ABOUT YOUR PROFESSOR

I am a long-time marketing enthusiast with academic and work experience in the field. I have a B.A. in political science from the University of Calgary, and an M.Sc. in international business and Ph.D. in marketing (specializing in consumer behavior) from the University of British Columbia. Prior to joining Sprott, I was on faculty at the Ivey Business School, University of Western Ontario. I have also held several professional marketing positions, including account manager for Columbus Group Communications in Vancouver, marketing coordinator for Travel Alberta in Edmonton, and consultant for the Valencian Tourism Institute in Valencia, Spain.

My research examines ways that marketing can make a positive difference for both firms and consumers. My work includes extensive study of the effects of deceptive marketing practices on consumer processing of advertising, how marketing can better serve the needs of consumers in poor countries, and how competition is changing the nature of marketing in the nonprofit sector. I have published articles in a variety of academic outlets, including the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of Business Research*, *Journal of Consumer Psychology*, and the *Journal of Public Policy and Marketing*. I am also the author of numerous case studies on marketing, advertising, and branding-related issues.

ADDITIONAL INFORMATION

Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Calculator Requirements for BUSI Course Examinations

If you are purchasing a calculator, the Sprott School of Business recommends any of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII.

Group Work

Group assignments are intended provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. They are also good for learning integrative skills for putting together a complex task. There are several group tasks/assignments/projects in this course. **Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.**

Assignment of Letter Grades

In accordance with the Carleton University Undergraduate Calendar (p.34), letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferral) = Student could not pass the course even with 100% on final exam

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and other related issues can be found on the university's website:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

For Persons with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit

Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete *a letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having difficulty with this course or others, or need guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed: <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what's happening at Sprott: Follow [@SprottStudents](#) on Twitter, and visit their Facebook page at facebook.com/sprottstudents.

Important Information:

- Students must always retain a hard copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
-

IMPORTANT UNIVERSITY DATES & DEADLINES—FALL TERM 2016

September 6

Academic Orientation. Orientation for Teaching Assistants. All students expected to be on campus. Class and laboratory preparations, departmental introductions for students and other academic preparation activities will be held.

September 7

Fall Term Begins. Fall and fall/winter classes begin.

September 20

Last day of registration for Fall Term and Fall/Winter courses.

Last day to change courses or sections (including auditing) for Fall/Winter and Fall Term courses.

September 23-25

Summer deferred final examinations held.

September 30

Last day to withdraw from Fall term and Fall/Winter courses with a full fee adjustment. Withdrawals after this date will create no financial change to Fall term fees (financial withdrawal).

October 7

December examination schedule (Fall Term final exams and Fall/Winter midterms) available online.

October 10

Statutory holiday, University closed.

October 24-28

Fall break. No classes.

November 11

Last day to submit, to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for December examinations. Late requests will be considered on a case-by-case basis.

November 25

Last day for tests or examinations in courses below the 4000-level before the final examination period (see Examinations Regulations in the Academic Regulations of the University section of the calendar).

December 9

Fall term ends.

Last day of fall-term classes.

Last day for academic withdrawal from fall term courses.

Last day for handing in-term work and the last day that can be specified by a course instructor as a due date for term work for fall term courses.

December 10-22

Final examinations in fall term courses and mid-term examinations in fall/winter courses may be held. Examinations are normally held all seven days of the week.

December 22

All take home examinations due.

December 25 to January 1

University closed.

SESSION SCHEDULE

NOTE: This is an approximate schedule, intended to give you an idea of topic coverage, key dates, etc. However, circumstances (notably, guest speaker availability) will arise during the term that necessitate adjustments. Please refer to the course page in cuLearn for the most up-to-date version of the class schedule.

Week 1 Sep 9	Overview of Integrated Marketing Communications / Industry Structure <u>Readings:</u> <ul style="list-style-type: none">• <i>Ch.1: The World of Integrated Marketing Communication</i>• <i>Ch.2: The Promotion Industry</i>
<hr/>	
Week 2 Sep 16	Making Sense of the Marketplace <u>Readings:</u> <ul style="list-style-type: none">• <i>Ch.3: The Evolution of Promoting Brands</i>• <i>Ch.4: Understanding the Marketing Environment: Segmentation, Targeting & Positioning</i>
<hr/>	
Week 3 Sep 23	Understanding Buyer Psychology and Decision-Making <u>Readings:</u> <ul style="list-style-type: none">• <i>Ch.5: Understanding Buyer Behavior and the Communication Process</i> <p> ASSIGNMENT #1 (AD CRITIQUE) DUE</p>
<hr/>	
Week 4 Sep 30	Message and Media Strategies: Turning Customer Insights into Big Ideas & Campaigns <u>Readings:</u> <ul style="list-style-type: none">• <i>Ch.8: Messaging and Media Strategies</i>
<hr/>	
Week 5 Oct 7	 MIDTERM EXAM
<hr/>	
Week 6 Oct 14	Building Big Ideas, Traditional Media, Sales Promotion & Point-of-Purchase Marketing <u>Readings:</u> <ul style="list-style-type: none">• <i>Ch.11: Sales Promotion and Point-of-Purchase Marketing</i> <p> SUBMIT NAMES OF GROUP MEMBERS FOR IMC PLAN PROJECT</p>

Week 7 **Influencer Marketing, Sponsorship, Product Placement & Branded Entertainment**
Oct 21

Readings:

- *Ch.12: Sponsorship, Product Placement, and Branded Entertainment*
- *Ch.13: Public Relations, Influencer Marketing, Social Media, Corporate Advertising*

 **ASSIGNMENT #2 (CASE ANALYSIS) DUE**

Oct 28 **READING WEEK – No class**

Week 8 **Digital and Direct Marketing**

Nov 4

Readings:

- *Ch.9: The Internet*
 - *Ch.10: Direct Marketing*
-

Week 9 **Measuring & Assessing Effectiveness**

Nov 11

Readings:

- *Ch.15: Measuring the Effectiveness of Brand Promotions*
-

Week 10 **Ethical Issues and Regulation of Marketing Communication**

Nov 18

Readings:

- *Ch.6: The Regulatory and Ethical Environment of Promotions*
-

Week 11 **Globalization & Marketing Communication Across Borders**

Nov 25

Readings:

- *Ch.7: The International Market Environment for Brand Promotion*
-

Week 12

Dec 2

 **Class Presentations – IMC Campaign Plans**

 **WRITTEN IMC CAMPAIGN PLAN DUE**
