



**Carleton
University**

Sprott
School of Business

**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 3205B
WINTER 2022
MARKETING COMMUNICATIONS**

Instructor: Aron Darmody PhD.

Office: 5054 NI (Nicol Building). **Meetings via Zoom** - <https://carleton-ca.zoom.us/my/arondarmody>

Office Hours: Wednesdays 10:00am – 11:30am (virtually, via zoom, and ideally by appointment)

Email: arondarmody@cunet.carleton.ca

Phone Number: I assure you that email is the better option as I'll rarely be in my office!

Class Time and location: Tuesday 8:35am-11:25am in Richcraft Hall 2200 (RB2200) or via zoom. Brightspace has full details. **Online until Jan 31st.**

Quick link: <https://carleton-ca.zoom.us/j/93868325463> Meeting ID: 938 6832 5463 Passcode: BUSI3205B

TA: Katie Vanderby. **Office Hours:** By appointment via email. **Email:** katievanderby@cmail.carleton.ca

COURSE DETAILS AND MATERIALS

Modality: Hybrid-flexible (HyFlex), meaning in-person with the flexible option for online/on campus attendance. In the HyFlex model, a single section is offered simultaneously to both on campus and online students by the same instructor (me). As students, you may choose how you will attend each class, either in-person on campus or online via Zoom. You can choose to do either exclusively or to mix and match through the semester. I will be actively encouraging students to participate, be they online or in-person. I may record classes. This is at my discretion.

If a student is online for a class, they will require a reliable internet connection and microphone to participate. Exams and presentations will be conducted online synchronously at pre-determined times indicated in advance, or asynchronously. Every synchronous class will have discussions in which everyone is given space and expected to participate. There will be some asynchronous components to the course, including online discussion forums.

Course Calendar description from the 2021/2022 University calendar: 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.

Pre-requisites & precluded Courses: BUSI 2208 (Introduction to Marketing) or BUSI 2204 (Basic Marketing) with a grade of C– or higher. Please note that the Sprott School of Business enforces all prerequisites.



You are expected to have a strong working knowledge of core marketing concepts (e.g., SWOT / PEST analyses, segmentation / targeting / positioning, value propositions, customer satisfaction, product strategy, pricing strategy, distribution (channel) strategies, etc.). If your foundational understanding is lacking, please revisit your what you covered in previous courses or read marketing textbook(s) available at the library.

REQUIRED TEXTBOOK

For this course, students will be required to obtain the following textbook:

Hackley, Chris and Rungpaka Hackley Amy, Advertising and Promotion 5th edition. Sage Publications
<https://us.sagepub.com/en-us/nam/advertising-and-promotion/book271888>

In addition to the required textbook, reference articles may be provided with links available on Brightspace.

COVID-19 PREVENTION MEASURES AND MANDATORY PUBLIC HEALTH REQUIREMENTS

All members of the Carleton community are **required** to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g., directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

COURSE DESCRIPTION

Marketing Communications, also known as Integrated Marketing Communications (IMC) intertwines various aspects of marketing to build, grow, strengthen, and promote brands. Throughout the semester, through lectures, class discussions, assignments and more, students will learn about the components of IMC - including branding and identity, public relations and media, advertising, sales, and direct, digital and social media marketing - and how they work together to help brands reach, attract, and convert various audiences.

In addition, students will be assigned to agency-like groups to develop and present strategic integrated marketing campaigns / plans that include target audience research and definition, objective, goal and strategy setting, tactical design and execution, and measurement.

The course is built upon the principles of active learning, which means that you – individually and in teams – must take responsibility for your own learning. You will set your own personal and professional goals for the course; use the resources provided in the syllabus and available technology to work towards your goals; identify other resources including people, articles and videos that can help; and monitor your progress towards your goals. Please check-in with me as needed.

An active student learner makes a commitment to come to class prepared. Make sure you check the weekly schedule, critically read or watch the assigned article(s)/chapter(s)/video(s) and thoroughly prepare for class discussion. This material is best learned by participating, and not by sitting passively watching from the sidelines. Active learning requires you to identify relevant terminology, concepts, ideas, and materials, and critically analyze these, looking for patterns and themes, make connections, and develop well-reasoned and articulated points-of-view.

In addition to discipline specific goals and objectives, this course will also address communication, rhetorical, collaborative, research, analytical, problem-solving, creative, professional, ethical, and team-building skills.

LEARNING OBJECTIVES

GOALS	OBJECTIVES	ASSESSMENTS
<p>Upon successful completion of this course, students should be able <u>to understand</u>:</p>	<p>Upon successful completion of this course, students should be able <u>to do</u>:</p>	<p>How students will be <u>assessed</u> on these learning objectives:</p>
<ul style="list-style-type: none"> ✓ Identify the major components of an IMC campaign and plan. ✓ Understand the advantages and disadvantages of IMC, and how it's being used strategically by marketers. 	<ul style="list-style-type: none"> ✓ Develop a complete IMC campaign and plan, creating an integrated promotional effort. 	<ul style="list-style-type: none"> ✓ Class discussion/participation ✓ Group project ✓ Reading materials ✓ In class activities ✓ Assignments
<ul style="list-style-type: none"> ✓ Effectively communicate marketing analysis both in writing and presentations. ✓ Sharpen presentation, project management, and teamwork skills. 	<ul style="list-style-type: none"> ✓ Prepare a written analysis of an IMC project. ✓ Build a marketing presentation. ✓ Demonstrate marketing analysis skills in presentation form. 	<ul style="list-style-type: none"> ✓ Class discussion/participation ✓ Group project ✓ Reading materials ✓ In class activities ✓ Assignments
<ul style="list-style-type: none"> ✓ Know important IMC trends. 	<ul style="list-style-type: none"> ✓ Source relevant, timely news relevant to the marketing discipline. 	<ul style="list-style-type: none"> ✓ In class discussions ✓ Supplemental articles
<ul style="list-style-type: none"> ✓ Understand the value of quantitative and qualitative research for identifying marketing issues, formulating solutions, and supporting recommendations. ✓ Think about brands from consumers' points of view to deliver short and long-term results 	<ul style="list-style-type: none"> ✓ Develop and polish marketing analysis skills. ✓ Link research, data insights, and analysis to marketing decision-making. 	<ul style="list-style-type: none"> ✓ Class discussion/participation ✓ Group project ✓ Reading materials ✓ In class activities ✓ Assignments

CONTRIBUTION TO LEARNING GOALS OF THE PROGRAM ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.				X
BC2 Collaboration Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.				X
BC3 Critical Thinking Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.				X
BC4 Communication Graduates will be effective and persuasive in their communications.				X
BI5 Global Awareness (BIB ONLY) Graduates will be globally-minded.				X

Course Requirements & Methods of Evaluation (including due dates):

ADDITIONAL INFORMATION

Course Sharing Websites

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).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one 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

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more 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.

Course Grading Scale

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

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

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

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

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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: <https://carleton.ca/registrar/academic-integrity/>

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas .

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, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

CLASSROOM ETIQUETTE

WE ARE ALL IN THIS TOGETHER. I expect you to conduct yourselves in a professional manor, respect your fellow classmates, and invest in me as much as I invest in you. You are expected to come to class on time. Once you are in class, please do not leave class till the end. Arriving late for class (after attendance is taken), leaving class early, or leaving during class and returning is disruptive. Consistent incidences will negatively impact your grade and be assessed at my discretion.

Zoom Etiquette: I ask that you be respectful of your classmates and me. Please keep your camera and chat on during our online lectures, but you don't need your camera for hyflex ones. I expect students to be present virtually, engaged, and ready to be called upon for discussion.

COURSE GRADING SCALE

Task	Description	Due	Points toward grade
Participation	Participation is imperative to obtain the necessary knowledge and tools for success and all students are expected to engage in class discussions and exercises. This is your opportunity to demonstrate a working knowledge of the material being covered and to share & gain new insights. It begins with attending every class. See Appendix One	Ongoing	12.5
Discussion Board	Students will be expected to post and respond to discussion board forum topics that correspond to lessons learned in class for certain weeks. You will post your own and comment and respond to classmates	Ongoing	8.5
Assignments	All students are expected to complete and submit assignments NO LATER than the start of class on the date on which they are due. If you read this sentence, please send a picture of a puppy or kitten to the course email address. Assignments are designed to coordinate with lectures / readings to demonstrate understanding and application of material learned.	Ongoing	24
Individual Case Study / Take home exam	Each student will choose a brand to create a short (<u>approx. eight page</u>) case study on an IMC campaign launched by a brand. I would like to see you break down what their goal(s) / objectives were, what was the strategy, provide examples from at least three different marketing channels (tactics), and give some of the results. Ideally you should show how the facets of the campaign fit together like a series of coordinated events. You should also include course material. The page limit does not include appendices (in which you can include several things that supplement your work, including visuals such as ad campaign materials, useful supporting data, etc.). You cannot use a campaign(s) we discuss as examples in class.	Due on scheduled exam date	20
Group Project	Students will be put into groups and design a comprehensive IMC campaign. There will be a series of milestones through the semester in which the group will submit their work, with the final presentation <u>due the day before the last class and the final paper due for our final class.</u>	Presentation due by April 11th, 10am Paper due: class time, Apr 12 th	35

COURSE SCHEDULE

This is subject to change.

Week 1:	Course Introduction and what is IMC		
	Jan 11 th	Syllabus and class review. What is IMC	
Group Deliverable 1: Build your agency – title, role, agency.			DUE Jan 25 th
Assignment 1			DUE Jan 25 th

Week 2:	Communicating with Consumers		
	Jan 18 th	Communications theories.	Read Chap 1 & 2
Assignment 2			DUE Feb 8 th

Week 3:	Introducing IMC Agencies and planning campaigns		
	Jan 25 th	How do agencies operate?	Read Chap 4 & 6
Group Deliverable 2: Submit your Creative Brief			DUE Feb 15 th

Week 4:	Branding and Building Connections		
	Feb 1 st	Branding and positioning	Read Chap 3 and TBA

Week 5:	Ideation, creativity, and the creative process.		
	Feb 8 th	The Creative Process	Read Chap 5

Week 6:	Social Media		
	Feb 15 th	Social Media and IMC	Read Chap 7
Group Deliverable 3: Group Project Status Report			DUE March 8 th
Assignment 3			DUE March 8 th

NO CLASS – WEEK OFF

Week 7:	Professional Guest Speaker series		
	March 1 st	Professional Guest Speaker Research and IMC. Topic - Public Relations (PR)	Read Chap 12. Selected pages. Watch video and answer questions.
Assignment 4			DUE March 29 th

Week 8:	Digital Marketing Communications		
	March 8 th	Sponsorship	Read Chap 8
Week 9:	Alternative modes of engagement		
	March 15 th	IMC in a digital first world	Read Chap 9
Group Deliverable 3: Group Project Status Report			DUE Nov 25th
Week 10:	Professional Guest Speaker series		
	March 22 nd	Professional Guest Speaker Course progress update	
Week 11:	Alternative modes of engagement		
	March 29 th	Sales promotion & Guerilla Marketing	Read Chap 9
Week 12:	The wide world of IMC		
	April 5 th	IMC, a Global perspective End of Semester Review	Read Chap 10
Week 13:	Final Week		
	April 12 th	In class presentation.	

To ensure your email gets priority please start subject line of every email with “BUSI 3205 B Marketing Communications” ...

Appendix One

You will be graded on your **attendance** and **class participation**. To maintain an active-learning environment, your participation is necessary for the success of this course. This grade is calculated based on attendance, but more so your **active** participation in class discussions and assignments. It is in the best interest of each student to attend every class. You **must** be present to participate.

Students' preparation before each class session is crucial to effective learning in the context of the flipped classroom. The preparation will include reading the assigned material, watching assigned videos, taking assigned quizzes (if any), and completing assigned work (write-ups, discussion forum contributions, etc.). The quizzes are designed to assess your level of preparation before the session for which the material was assigned. Quizzes will consist of multiple choice, true/false, and short answer questions.

Engagement (i.e., participation, homework, and professionalism): Student participation in this course is recognized in many forms (i.e. attendance in zoom sessions, posting on discussion forums, engaging in work related to the group project, etc.). In case you cannot attend a zoom session, notify the instructor prior to the session, or as soon as possible given the circumstances. Please note that missing a class session does not mean that you are excused from reviewing the material you missed and delivering the homework that was due.

Being an active participant in our live zoom sessions is critical to the mission of this course. It entails taking part in discussions during sessions, group work in the breakout rooms, being a presenter, debriefing group discussions, etc. Below is the scale I will use to evaluate your in-class contributions:

Exceeds Expectations: Contributions in class reflect a high level of preparation. Ideas offered are substantive and provide one or more major insights as well as a possible new direction for class discussions. Arguments are well substantiated and persuasively presented. It is very apparent that this student takes a very active role in the breakout room group work.

Meets or just below Expectations: Contributions in class are made infrequently and reflect only some preparation before the session. The ideas offered are based primarily on anecdotal evidence (such as unsubstantiated claims or personal stories with no connection to the material) and lack a clear link to frameworks presented in the session. It is evident that this student contributes to the group work in breakout room sessions.

Below or well below expectations: It is hard to discern student's contribution to session as they neither spoke in class discussions, nor took initiative in breakout room groupwork. They were silent and did not contribute.

Our class environment is supposed to be an open forum in which dialogue among all members of the class is fostered. As opposed to the traditional pedagogical models that stress one-way transmission of knowledge from teacher to student, it is anticipated that in our sessions knowledge and learning will emerge as the result of critical engagement of each member of the class.

Professionalism in the context of this class means meeting deadlines, listening respectfully to others (e.g., having your camera on for the entire duration of the session), and ensuring that you do not disrupt the classroom environment (e.g., keep cell phone ringer off, use laptop only for course-related work). It also means that you stay in touch with the instructor in case you cannot make it to any of our regular zoom sessions.

You are *required* to attend each Zoom class and *encouraged* to turn on your camera for the best online experience that can replicate a class environment. Merely logging into an online class is not sufficient for attendance. For when you are presenting in the class, you are required to turn on your camera.

How to be a good class contributor: The course is structured around self-directed learning, which essentially means that what you get from the course will depend on you and what you bring into each class. Class participation not only demonstrates your preparedness, but also enhances the learning process for your classmates. To enrich class discussions, you must complete all forms of homework assigned and come to class prepared with notes. Always know that your informed opinions and thoughts are valued and you should feel free to present them at any time (always in a manner that is respectful to your classmates and to the professor).

You may not always agree with points being made by others, but these differences of opinion can be points of discussion to explore & expand upon, rather than simply be ignored. In this light, please remember that there are rarely right or wrong answers in discussions; however, there are certainly strong and weak arguments. Class participation is therefore based on the **quality**, not simply on the quantity of discussion. It is important that your comments fit into and build on previous ones, or substantially moves a discussion forward. So, participation also involves active listening. Examples of “good” participation include:

- Asking interesting and well-informed questions about course material
- Drawing useful implications out of facts and principles presented in course slides, texts, or visuals
- Engaging in a thoughtful dialogue with other class members
- Enhancing class discussions with relevant, real world examples
- Enhancing class discussions with examples from one’s own experiences

To be really clear, not all participation is “good.” Examples of “bad” participation include:

- Comments that are irrelevant to the current topic of discussion
- Comments that disrespect others or makes them feel unsafe to share their thoughts
- Making claims without offering supporting arguments or evidence
- Rambling “stream of consciousness” narratives
- Repetition of comments already made by other students