



**BUSI 3205 B**  
**Marketing Communications**  
**Winter 2019**

**Instructor:** Murray Sang  
**Office:** Dunton Tower, Room:  
**Office Hours:** Fridays, 10:00 to 11:15 am  
**Class:** Fridays, 11:35 am to 2:25 pm, Room: Loeb Building A720  
**E-mail:** murray.sang@carleton.ca  
**Textbook:** Advertising & Promotion: An Integrated Marketing Communications Perspective, 6th Canadian Edition, by Belch & Guolla, McGraw-Hill Ryerson, 2017, ISBN-13: 978-1-25-927230-1

**COURSE CALENDAR 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, 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 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

## **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 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 and achieve specified marketing and communications goals.
6. Identify appropriate tools to measure and evaluate the effectiveness of a marketing communications campaign.

## GRADING SCHEME:

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

Assignment – Critique of an Ad or Campaign	10%
Midterm Exam	20%
Group Project – Written IMC Campaign Plan	30%
Group Project – Presentation	5%
Final Exam	30%
Contribution to Class Discussion	5%
<b>TOTAL</b>	<b>100%</b>

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

### **Assignment – 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 (doubled spaced, no longer than 1500 words) should include the following components:

1. *Communication objective* – What is the main thing this ad/campaign aims to achieve? Increase awareness? Enhance perceptions of the product, brand, or company? Stimulate purchase or other behaviours? Something else? (Be sure to clearly explain our basis for drawing this conclusion.) Will it achieve its objective? Why or why not?
2. *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 the 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 behaviours, etc. Why is this audience critical for the advertiser?
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? 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 word limit), along with a copy of the ad or a sample of advertising from the campaign (hard copy, active URL link, or file on CD / DVD). The ad critique is due on **February 01** 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. The exam will consist of multiple-choice questions and will be based on assigned readings (Chapters 1,2,3,5,6,7,8,9) and material covered in class. The midterm will be held during our regular class time on **February 15**.

**Group Project – Written Campaign Plan:** This is the capstone assignment for the marketing communications 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 process of developing an integrated marketing communications plan. Working in a team of 4 to 5 you will develop an IMC plan for an actual organization.

When forming your groups, you may find it helpful 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 and your IMC Campaign topic must be submitted to me by **February 08** using the IMC Project Proposal Form found on the course web site.

Final reports should be addressed to the client and be no longer than 7,500 words, double spaced (based on 12-point type and 1-inch margins), printed on 8½x11 paper. They are due in class (hard copy) **April 05**. Please see the course website for the IMC Campaign plan content.

**Group Project – Presentation:** To familiarize you with the experience of “pitching” a client, your group will also be expected to make a 20 minute presentation of your IMC plan to the class. Prepare your presentation as though you were an agency seeking to win the account from the client. 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 from the client.

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/](http://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.

Grading for the oral presentation will focus on the following elements:

- Approach
- Logic and Coherence
- Clarity of objectives
- Creativity and imagination
- Use of IMC strategies
- Promotional Activities

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 at the beginning of the presentation. Presentations will take place during our normal class time on **March 29** and **April 05**.

**Final Exam:** The final examination will be held during the formal exam period for Winter term courses. The exact date and time will be announced later in the term. Students are advised to take final exam dates into consideration prior to making any travel arrangements. The final exam will be based on all topics covered (in class and in the readings) during the term, with emphasis on material covered post midterm. The format of the final exam will be discussed in class.

### **Peer Evaluation for Group Work**

To deter social loafing and ensure fairness in grading, a confidential peer evaluation will be used for both the group project and presentation. The peer evaluation form (pdf) can be found on the course Course Web site.

The term project is an important part of the course and will count for a significant amount of your final mark. The Peer and self-assessment sheet must be submitted no later than the last class. Those students who do not submit a peer evaluation will not receive a final grade.

*When your project is complete and I am assigning grades.* In rare cases, problems may arise. If members of your group independently assign few points to a particular individual on their final peer evaluation form, their grade may be adjusted downward accordingly.

### **Contribution to Class Discussion:**

Your engagement and participation are necessary for learning and success. Class participation is equivalent to professionals' participation in meetings. It is therefore, considered important to success in this course. Mere attendance does not count towards full class participation. Effective participation implies active and continuous contribution to class proceedings on the part of students in the form of raising or answering questions, commenting on issues raised by the instructor or other students, or bringing to the attention of the class relevant items of interest from the media or personal experiences. The professor will keep track of class participation which will count for 5% of your final grade. You are encouraged to keep a record of your own participation.

Attendance will be taken at each class. Arriving to class late or leaving during a class (except in extenuating circumstances and after informing the professor) is rude to the instructor and your fellow students and disruptive of the learning environment. Such behaviour is not appreciated in any situation or organization, including this classroom.

It is a serious violation of academic integrity to ask someone to sign an attendance sheet for you or to sign an attendance sheet for others. Students who violate this regulation may be prosecuted for academic fraud.

## **POLICIES & EXPECTATIONS:**

**Class Attendance and Participation.** I expect you to attend all sessions of this course, but understand that unusual circumstances can arise. If you are unable to be in class due to ill health or any other reason, please advise me in advance via e-mail. Regardless of your reasons for missing class, 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.

**Late Assignments.** Written assignments are due at the beginning of class. 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 ensure fairness to all students, strict penalties will be applied to late assignments: Late assignments are penalized at the rate of 5% of the value of the assignment per day (e.g., an assignment worth 10 marks will be penalized 0.05 marks per day).

**Inability to Complete An Assignment Or Write The Midterm Exam Due To Illness.** The only valid excuse for missing the mid-term is for medical reasons (medical emergency) or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc....) cannot be considered and will be given a grade of 0. If proper medical documentation is provided within two weeks of the missed midterm, then you will need to discuss with your instructor the choice of making up the lost work or shifting the weight to the final exam.

The situation of students who cannot contribute to the group case study due to certified illness will be dealt with according to the provisions of your Group Contract. Please be sure that you contribute to and are aware of the provisions outlined in your group's contract.

**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 will be deemed to be jointly and individually 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 an emergency situation requires you to keep your device turned on, please discuss this with me prior to the class.

Since our class takes place over the lunch hour, 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.

**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 will strive to answer your e-mails within 48 hours and within 24 hours during critical course deadlines such as exams or assignments. Please note that I 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 Advertising & Promotion: An integrated Marketing Communications Perspective, 6th Canadian Edition, by Belch & Guolla, McGraw-Hill Ryerson, 2017. ISBN-13: 978-1-25-927230-1

It is thorough, concise, easy-to-read, and contains helpful tools at the end of each chapter to assist you in mastering the material. I have also found it to be the most up-to-date Canadian marketing communications textbook available, due to its broad range of current examples and chapters devoted to online/interactive commerce.



## **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.

In accordance with the Carleton University Undergraduate Calendar (p 34), the 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			

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](http://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](https://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](mailto: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](https://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](https://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](https://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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our 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/learning-support/>

### **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](http://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 <http://carleton.ca/ccs/students/>
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## **SESSION SCHEDULE**

While every attempt will be made to keep to the schedule listed below, unforeseen circumstances may necessitate modifications throughout the semester

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**Week 1**      **Overview / Introduction to Marketing Communications**  
**Jan 11**

Readings:

- Ch.1: Integrated Marketing Communications
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**Week 2**      **Buyer Behavior**  
**Jan 18**

Readings:

- Ch.2: Organizing for Integrated Marketing Communications
  - Ch.3: Consumer Behaviour and Target Audience Decisions
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**Week 3**      **Marketing Communications Objectives and Positioning Strategy**  
**Jan 25**

Readings:

- Ch.5: Objectives for the IMC Plan
  - Ch.6: Brand Positioning Decisions
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**Week 4**      **Creative Strategy and Tactics**  
**Feb 01**

Readings:

- Ch.7: Creative Strategy Decisions
- Ch.8: Creative Tactics Decisions

 **ASSIGNMENT DUE( Ad Critique)**

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**Week 5**      **Creative Strategy Continued and Measuring Promotional Effectiveness**  
**Feb 08**

Readings:

- Ch.9: Measuring the Effectiveness of the Promotional Message

**SUBMIT NAMES OF GROUP MEMBERS FOR IMC PLAN PROJECT AND TOPIC FOR APPROVAL**

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**Week 6**    **MIDTERM EXAM – In Class**  
**Feb 15**

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**Feb 22**    **No Class - Reading Week**

**Week 7**    **Media Planning, Budgeting and Strategy**  
**Mar 01**

Readings:

- Ch.10: Media Planning and Budgeting for IMC
  - Ch. 11: Broadcast Media
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**Week 8**    **Print and Out of Home Media**  
**Mar 08**

Readings:

- Ch.12: Print Media
  - *Ch.13: Out of Home and Support Media*
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**Week 9**    **Sales Promotion and Public Relations**  
**Mar 15**

Readings:

- *Ch.14: Sales Promotions*
  - *Ch.15: Public Relations*
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**Week 10**    **Direct Marketing, Internet and Digital Interactive Media**  
**Mar 22**

Readings:

- Ch.16: Direct Marketing
  - Ch.17: Internet Media
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**Week 11**    **Ethics and Regulation**  
**Mar 29**

Readings:

- Ch.18: Regulatory, Ethical, Social and Economic Issues for IMC
  - **Class Presentations – IMC Campaign Plans**
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**Week 12**    **Class Presentations – IMC Campaign Plans**  
**Apr 05: WRITTEN IMC CAMPAIGN PLAN DUE**  
**(Peer Evaluation and Academic Integrity Forms Due)**

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**Apr 12-27, 2019**    **FINAL EXAM TBA**

