

**North Park University**  
**BSE 3620: Integrated Marketing Communications Strategy BSE 3620**  
Fall 2012

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Professor Fitzgerald is available Mondays 10-3, between classes on Tuesdays and Thursdays, and virtually.

*Required Texts:* Contemporary Advertising and Integrated Marketing Communications, 13<sup>th</sup> Edition, Arens, Weingold and Arens, 2011.

(Note: Several assignments will come from the text and this book is also used for IMC 3624)

*Recommended Reading:* Business periodicals such as Wall Street Journal, Advertising Age, Crain's Chicago Business, Fortune, Time, and Business Week

Course Description

This course is designed to introduce you to the field of advertising and promotion. The emphasis in this course will be on the role of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization. The development of an integrated marketing communications programs requires an understanding of the overall marketing process, how companies organize for advertising and other promotional functions, customer behavior, communications theory, and how to set goals, objectives and budgets. Attention will be given to the various IMC tools used in contemporary marketing including advertising, direct marketing, Internet and interactive marketing, sales promotion, publicity and public relations, and personal selling. We will examine the process by which integrated marketing communications programs are planned, and the strategies behind them. We will also discuss the environment in which advertising and promotion takes place and the various regulatory, social and economic factors that affect an organizations IMC program.

Prerequisites: BSE 1010, BSE 2610.

**Course Objectives:** The student who completes this course should be able to:

- Understand and correctly use the key terms in marketing communications
- Understand and apply the concepts related to target markets.
- Understand and apply some of the basics of behavioral science as they apply to persuasion.
- Understand and apply the concepts of segmentation and positioning
- Understand the concept of an integrated marketing communication plan, including the interrelationships among such elements as advertising, promotion, public relations, direct marketing and internet marketing.

- Understand and apply media planning and budgeting, including sources and costs of plan elements
- Understand the global, regulatory and ethical issues that affect and are affected by marketing communications

*Class Format:*

This class utilizes lectures, class discussion, guest speakers, team activities and projects, and assignments. Students are expected to be prepared and to participate.

*Attendance Policy:*

This course is dependent upon student involvement. Students are therefore expected to attend every class, on time. If you are going to be late or absent, please notify me **prior to class**. Be advised that poor attendance can affect your grade adversely

*Disabilitie:s*

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the SBNM program office (773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please review the following website:  
<http://www.northpark.edu/ada>.

*Grading Policy:*

A variety of assignments (as outlined below) will be used to determine a student's final grade. Students are expected to submit assignments on the assigned due dates. All written assignments are to be typed. Written assignment will be evaluated on content and grammar. Late assignments will be lowered one letter grade (or 10%.), and must be turned in by the following class meeting. There is no makeup for presentations.

**Graded Assignments**

**Points**

*Class participation*

50

*Projects*

Campaign Audit of Effie Award Winner	100
Strategic Advertising Planning	100
Kitchie Kiss	100
Group Media Plan	
Paper	50
Presentation	50
Homework	50

- Literary forms
- Offensive ads
- Ad agency summaries

- Research in planning
- Guest lecture summaries (2)

**Total**

**500**

## **Projects**

### **Effie Campaign Paper/Presentations**

Unlike other advertising awards, Effie awards are not granted solely for creative execution. They are given for “Ideas that Work.” Visit [www.effie.org/winners](http://www.effie.org/winners) to read published case studies about winners. Students will present case studies to the class.

### **Strategic Advertising Planning (page 297)**

Each student will be assigned a separate company website. Students should review website and discuss:

- What is the size and scope of the company and its business? What is the company’s purpose?
- Identify the target audience, product concept, communication media, and advertising message
- What is the company’s position within the industry?
- What is the type of communication used? Target Market?
- Where does the company’s product(s) fall within the Kim –Lord grid?

### **“Kitchi Kiss” Media Buying Decision (page 335)**

As a media buyer working on behalf of a large toy company, it is your job to buy media space for the launch of the Kitchi Kiss doll, which all advertising research shows will be a tremendous profit maker for the company. Using Exhibit 9-16 as an example, create a year’s advertising for Kitchi Kiss. Explain your decisions about the types of media involved, when to use which types, and for how long each type should run

### **Media Plan (Mountain Dew Client)**

**See page 310**

- Company Research
- Consumer Analysis (page 167 and 206)
- Media Objectives (page 325)
- Media Strategy (page 325)
- Broad Media Classes
- Select Media within Classes
- Media Use decisions
  - Electronic

- Print (page 379)
- Digital Interactive
- Out of Home (page 577)
- Supplemental

## **Homework**

### **Literary forms in t.v. ads, page 29**

#### **Guest Speaker Summary (each student required to submit 2)**

- Speaker
- Role
- Organization
- Background
- Key discussion points
- Points of enlightenment

## **Offensive Ads**

Find an example of an offensive ad:

- What makes the ad offensive
- Do you think most people would agree with you ? Who would not be offended by the ads you've selected
- How should people respond to the offensive ads you've found? Are the ads offensive enough that people should boycott the advertiser? The vehicle (TV show, newspaper) in which the ad appeared? Or is shrugging off offensive ads as the price of free speech the best answer? What other ways can consumers react to the ads they don't like.

## **Ad Agency Summary**

Each student will be assigned to a different ad agency. Students are to answer the questions on page 148, for the agency to which they have assigned. I will post all the summaries in a Blackboard folder. This will help students as they are pursuing their job search.

## **Using Research in Planning a Campaign (page 256)**

### **Criteria for assessing class participation**

We have a lot to cover in a very short time, so attendance is expected and will be considered in assigning the class participation grade. On time attendance is the starting point for the participation grade but additionally, a subjective judgment of the quality of your inputs to each class discussion will be made by the professor after each class. I do, however, recognize that the exigencies of health and other emergencies occasionally preclude attendance and will make allowances for these if you explain them to me. I will begin classes on time and expect all students to be there ready to go to work. Those who are late will have their participation grade reduced accordingly. **Text messaging, using lap tops, and other electronic media for non class purposes is prohibited; and will adversely affect your grade.**

- A/A- Contributes in a significant way to the classroom discussion by regularly adding own insight, integrating with or relating concepts to real-world applications, other topics in this and other business classes, and draws relevant and appropriate observations from readings and assignments.
- B/B- Active participation, may answer only when called on, but demonstrates good understanding of concepts and application of the material to real-world situations.
- C/C- Minimal participation. Answers only when called upon with little understanding of material.
- D/D- Present but does not involve oneself in class session. Answers with little more than “I don’t know.”
- F Absent

### **Criteria for grading written assignments**

All written work is expected to be typed, double-spaced with 1” margins, and proofread. **Write your name on the back of the last page**

Criteria for grading written assignment is as follows:

- A/A- Well written with very few errors (spelling, sentence fragments, unclear sentences, etc.). Excellent analysis and well-supported conclusions. Demonstrates complex understanding of topics and integrates concepts covered throughout the course. Answers are fully and clearly responsive to questions asked.
- B/B- Moderately well-written with few errors. Good analysis and well-supported conclusions. Demonstrates solid understanding of concepts and answers are responsive to questions asked.
- C/C- Content may show average/below average understanding of material or lack of effort in completing assignment. Inadequate support of conclusions. Answers may not fully address questions asked.

D/D- Poor overall effort with respect to comprehension of material, analysis, grammatical errors, and responsiveness to questions asked.

F Work not submitted or of extreme inferior quality.

### **Academic Honesty:**

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the Internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

## Schedule of Readings and Assignments

<u>Week</u>	<u>Date</u>	<u>Subject</u>	<u>Assignment</u>
1	8/30	Course Overview What is Advertising	<p><i>Read</i> Chapters 1</p> <p><i>In Class</i> Role of advertising, page 29</p> <p><i>H.W.</i> Literary forms in t.v. ads, page 2 Sept. 1(due Thursday)</p>
2	9/6	Economic Impact of Advertising	<p><i>Read:</i> Chapters 2 and 3</p> <p><i>In Class:</i> Debate</p> <ul style="list-style-type: none"> <li>• Michael Vick Discussion</li> <li>• Imus Discussion (or)</li> <li>• Abercrombie and Fitch Discussion (page 105)</li> </ul> <p><i>H.W.</i> Offensive Ads due Thursday</p>
3	9/13	The Ad Industry	<p><i>Read:</i> Chapter 4</p> <p><i>In Class:</i> Developing a Brand Image (Page 148)</p> <p><i>H.W.</i> Ad Agency Summaries (due 9/20)</p>
4	9/20	Marketing and Consumer Behavior	<p><i>Read</i> Chapter 5</p> <p><i>In Class:</i> Consumer Learning (page 182)</p>

			<p>Consumer Behavior (page 183)</p> <p><i>Project</i>  Campaign Audit: Effie Award Winner Due</p>
5	9/27	<p>Segmentation and Marketing Mix</p> <p>Guest Speaker:  Pepper Miller (Multicultural Marketing)</p>	<p><i>Read:</i>  Chapter 6</p>
6	10/4	<p>Information Gathering</p> <p>Guest speaker TBD:</p>	<p>Chapter 7  In Class</p> <p><i>H.W.</i>  Using Research in Planning a Campaign (page 256) (due 10/6 or 10/11)</p>
7	10/11	<p>Marketing and Advertising Planning</p> <p>Guest Speaker: TBD</p>	<p><i>Read</i>  Chapter 8</p> <p><i>In Class:</i>  Comparative Advertising  “Apple) page 296</p> <p><i>Project</i>  Strategic Advertising Planning (page 297)(due 10/20)</p>
8	10/18	<p>Media Planning &amp; Strategy</p> <p>Guest Speaker: TBD</p>	<p>Chapter 9  <i>In Class</i>  Form groups, discuss clients  SWOT analysis for I-phone using Exhibit 9-4 (page 310)</p> <p><i>Project</i>  Kitchi Kiss (due 10/25)</p>

9	10/25	Print Media	<p><i>Read</i> Chapter 13</p> <p><i>In Class</i> Soapy Situation, page 471 Soy, page 483</p> <p><i>Project:</i> Work on Media Plan</p>
10	11/1	Electronic Media	<p><i>Read</i> Chapters 14</p> <p><i>In Class</i> You're Out, page 507 (t.v) Dream Flowers, page 519 (radio)</p> <p><i>Project:</i> Work on Media Plan</p>
11	11/8	Digital Interactive Media Guest Speaker:TBD	<p><i>Read</i> Chapter 15</p> <p><i>Project:</i> Work on Media Plan</p>
12	11/15	Out of Home, Exhibitive, and Supplemental	<p><i>Read</i> Chapters 16</p> <p><i>Project:</i> Work on Media Plan</p>
13	11/22 and Thanksgiving	Relationship Building	<p><i>Project:</i> Work on Media Plan</p>
14	11/29	Relationship Building Guest Speaker Panel: Darryl Hervy and Chicago Blackhawks	<p>Chapters 18 and 19</p> <p><i>Project</i> Written Media Plans (Due December 1)</p>

15	12/6	Presentations	<b>Presentations Due 12/6 and 12/8</b>
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**This outline/syllabus may be modified at the discretion of the instructor**

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**See if there is enough time and prep for students to do this on an ongoing basis.**

### **Guest Speaker Summary (each student required to submit 2)**

**Speaker**

**Role**

**Organization**

**Background**

**Key discussion points**

**Point of enlightenment**

### **Adlaw.com**

**Go to website. Click on the “In the courts” tab and read about current advertising related legal cases. Pick one that interests you, read it, and then write a brief report including:**

- **Title of the case**
- **Names of the parties involved**
- **Issues at stake**
- **Summary of the decision handed down, if there was a judgement**

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See page 310

**Together-Determine product positioning, copy themes, or go with existing**

**Need to pick creative executions**

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