

**North Park University**  
**BSE 3620: Integrated Marketing Communications Strategy BSE 3620**  
**Fall 2014**

*Professor:* Crendalyn Fitzgerald  
*Phone:* 773/244-5719  
*Email:* [cmcmath@nortpark.edu](mailto:cmcmath@nortpark.edu),

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

*Required Texts:* Contemporary Advertising and Integrated Marketing Communications, 14<sup>th</sup> Edition, Arens, Weingold and Arens, 2013.

(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

*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.

<b><u>Graded Assignments</u></b>	<b><u>Points</u></b>
Class participation/homework	50
Quizzes	100
Group Applying Consumer Principles to Ad Making (Presentation)	30
Kitchie Kiss	20
Social Media Plan	
Paper	50
Presentation	50
Peer Evaluation	20
<b>Total</b>	<b>320</b>

**Assignments**

**Ad Lab 5-B Applying Consumer Behavior Principles to Ad Making Presentation, page 167 (30 points)**

Students are to select a print ad from a popular magazine. Prepare a formal presentation. Analyze the objective, big idea, and 4 Laboratory Application questions.

**Kitchie Kiss (20 points)**

Refer to Question #1, Media-Buying Decision, page 302

**Social Media Plan**

In teams, students will write and present a social media plan for a small business or nonprofit organization. Active participation in the team is critical. Team member might

choose to terminate a team member who is underperforming. If this occurs, the team member will need to complete the project on his/her own. At the end of the semester team members will have an opportunity to anonymously assess each team member's performance. Team members who receive low evaluation scores can have their social media plan score reduced by up to 25%. The social media plan components include"

#### Organization Mission, Brief History and Background

Consumer analysis (page 159) and audience segmentation (page 190). Research

-write and administer a customer survey

What is Situation Analysis (SWOT, PEST, Competitor Analysis)

What is the company's positioning?

What is the Campaign Objective

What is the Campaign Big Idea

What are specific social media strategies and tactics the organization can use to achieve its objectives?

How will you measure the effectiveness of your strategies and tactics?

#### Quizzes

As mentioned earlier, it is essential that students order the textbook. Quizzes will be assigned weekly. Students must have access to the publisher's passwords in order to access the quizzes. Quizzes are independent exercises. The quizzes should be completed by Tuesday at 9:00 am. After this time, students will no longer have access to the quizzes online. The top 10 quiz scores will count towards the overall quiz grade.

#### Homework

This class will incorporate a great deal of in class assignments and labs. In order for students to have the best learning experience, it is crucial that students read assigned materials and come prepared for class. Failure to come prepared for class, will lead to a lowered grade, and increased writing assignments. In other words if students aren't prepared to discuss assignments, I will assign them as papers.

#### 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	8/26	Course Overview What is Advertising	<i>Read:</i> Chapter 1  <i>In Class</i> -Paper doily -Ad Forum exercise, page 31 -Role of advertising, page 31 -Literary forms in t.v. ads, page 31
2	9/2	Economic Impact of Advertising	<i>Read:</i> Chapters 2 and 3  <i>In Class:</i> -History in a Bottle page 59 -Abercrombie and Fitch Discussion (page 101) -Offensive Ads due Thursday
3	9/9	Marketing and Consumer Behavior	<i>Read</i> Chapter 5  <i>In Class:</i> Write narratives for hypothetical customers.
4	9/16	Segmentation and Marketing Mix	<i>Read:</i> Chapter 6  <i>In Class:</i> Toyota Scion, #4 and 5 page 207
5	9/23	<b>Presentations: Applying Consumer Behavior Principles to Ad Making-</b>	

6	19/30	Information Gathering & Ad Industry	<p>Read: Chapters 4 and 7</p> <p>In Class: Research Gathering (Focus group, observational, and survey)</p> <p>Using Advertising in Research and Planning, page 236</p>
7	10/7  10/9	-The Ad Industry (Continued)  -Marketing and Advertising Planning	<p><i>Read:</i> Chapter 4</p> <p><i>In Class:</i> Developing a Brand Image (Page 141)</p> <p><i>Read</i> Chapter 8</p> <p><i>In Class:</i> Comparative Advertising “Apple) page 269</p> <p>Mountain Dew, page 269</p> <p>Homework: <b>Using Research in Planning Campaign, page 236 Due 10/10</b></p>
8	10/14	Media Planning & Strategy	<p>Chapter 9</p> <p><i>In Class</i> SWOT analysis for Product/Company using Exhibit 9-4 (page 303)</p> <p>Quiz Chapter 4 and 8</p>
9	10/21	Digital Interactive Media and Social Media	<p><i>Read</i> Chapters 15</p> <p>In class: Dove and IKEA , page 495 Quiz Chapter 9</p>

10	10/28	Social Media and Electronic Media	<p><i>Read</i> Chapter 17</p> <p><b>Homework: Kitchie Kiss due 10/29</b></p> <p>Quiz Chapter 15</p>
11	11/4	Electronic Media	<p><i>Read</i> Chapters 14</p> <p><i>In Class</i> Dream Flowers, page 461 (radio)</p> <p><b>Quiz Chapters 17</b></p>
12	11/11	Out of Home, Exhibitve, and Supplemental	<p><i>Read</i> Chapters 16</p> <p><i>In Class:</i> Ad Forum Exercise, page 524</p> <p>Quiz Chapter 14</p>
13	11/18	Relationship Building	<p><i>Read</i> Chapters 18 and 19</p> <p><i>In Class</i> Ad Forum Exercise, page 578 Ben and Jerry, page 611</p> <p><b>Quiz Chapter 16</b></p>
14	11/25 and Thanksgiving	Print Media	<p><i>Read</i> Chapter 14</p> <p><i>In Class:</i> Ad Forum page 430</p> <p>Quiz Chapters 18 and 19</p>
15	12/2	Presentations	<b>Presentations Due 12/2 and 12/4</b>

**This outline/syllabus may be modified at the discretion of the instructor**



