

INTEGRATED MARKETING COMMUNICATION (IMC), SPRING 2015
COMMRC 1133
Biddle 253
MWF 11-11:50

Dr. Paul A. Lucas
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Office hours: MWF 12-12:50; other days/times by appointment

COURSE DESCRIPTION/OBJECTIVES

Why study marketing as a part of a Liberal Arts/Humanities/Communication education?

Integrated Marketing Communication (IMC) is a form of persuasion that invites audiences to participate in an organization's story and mission.

IMC allows organizations to publicize their marketing messages, although some approaches to marketing can be both risky and expensive. As such, we will look at the construction and creation of marketing messages, as well as the way those messages impact consumers and target audiences.

The success of IMC depends on researching well, asking good questions, and planning messages that really speak to the audience. In this course, we will work on all three.

When studying IMC, we are not only building professional skills essential for integrated marketing practice, but we are also building on our understanding of what it means to craft arguments and ideas. In this course, then, you will:

- Discover the persuasive practice of IMC from a conceptual/rhetorical and practical perspective
- Build research and writing skills necessary for professional success in IMC and related fields
- Learn basic tenets of campaign/IMC planning
- Explore the importance and impact of IMC within culture and society

REQUIRED TEXT

Sheehan, B. L. (2014). *Controversies in contemporary advertising* (2nd ed.). Los Angeles: Sage

Publications, Inc.

COURSE POLICIES

Professionalism and Attendance. Enrollment in this course represents a commitment to punctual attendance, attention to classmates and the instructor, and active participation in course activities and discussions.

Documented participation in university events, such as athletics or academic conferences/competitions, and documented illnesses or family emergencies or other emergency situations can be excused and therefore not considered as absences as long as the necessary documentation is provided to me within two calendar weeks after the absence—you should consult with me about options for documentation should an issue arise. Keep in mind that any provided documentation must include applicable date(s). Sending me an email is not considered providing documentation.

Classes missed for other reasons count as unexcused and are therefore absences. If you suspect that you will need to miss a class at some point for things such as scheduling, advising, group meetings, work, weddings, etc. you need to save an unexcused absence for that day. In the event of any absence, whether excused or unexcused, you are responsible for obtaining the information covered in class. Please partner with someone in the class so you can get the necessary information in the event of an absence.

YOUR OVERALL COURSE GRADE WILL BE LOWERED BY 5 FULL POINTS FOR EACH UNEXCUSED ABSENCE AFTER THREE. Note that I take attendance ONCE each day. If you are ever late to class and miss when I take attendance, it is your responsibility to come to me by the end of that class period to make sure I have noted you as present—otherwise, I may not record that you are there, and the listed absence will stand. Keep in mind that there is no limit on point deductions due to unexcused absences, and final exam time is also considered a class day.

In addition, unless there is legitimate, good reason which you discuss with me, late arrivals, early departures, cell phone/electronic device usage, or anything else that may compromise the learning experience for others will lower your participation grade.

IMPORTANT NOTE: If a circumstance leading to your absence arises during the semester and you would rather not discuss it with me, or if for some reason you will have a prolonged period of absence, I would encourage you to speak with Dr. Newman in Blackington 248. I will accept as documentation any notes and emails with dates provided to me from Dr. Newman's office, and then I will work with you based on the specific situation in order to determine the best course of action moving forward.

Cell Phones/Electronic Devices. This is a Communication course and you are expected to demonstrate effective listening skills. Absolutely no text messaging or phone calls (or any engagement of phones or other devices UNLESS related to coursework) will be permitted. I particularly dislike when students use cell phones or other electronic devices in any capacity when their fellow students are speaking, or in-between speeches or presentations. Remember you can always step outside to take or make a call or text. If you remain in class to do so, you will be negatively affecting the learning environment for myself and your classmates.

IF YOU ARE NOTICED TEXT MESSAGING, TAKING A CALL, MAKING A CALL, OR OTHERWISE ENGAGING A CELL PHONE OR OTHER ELECTRONIC DEVICE IN CLASS (AGAIN, NOT RELATED TO COURSEWORK), YOU WILL AUTOMATICALLY LOSE TWO PARTICIPATION POINTS PER EACH OFFENSE (ONCE PER CLASS MEETING). IF YOUR PARTICIPATION GRADE EVER REACHES ZERO FOR ANY REASON, THESE POINTS WILL BEGIN TO COME OUT OF YOUR OVERALL COURSE GRADE, AND THERE IS NO LIMIT ON POINTS LOST DUE TO THIS DEDUCTION.

You are permitted to have phones and other devices out, you may check time, you may time classmates, and you may use electronic devices for note-taking and pulling up materials; however, it's simple: do not give me reason to suspect you are using a device for any other purpose!

Furthermore, I respect that you may have situations that arise during the semester. If you are ever expecting an important call or text during a class period, please notify me prior to the start of class, turn your phone on vibrate, and step out of the classroom to answer the call or text. Otherwise, the texting, device usage, and calling policy will be enforced.

If you are caught text messaging or taking or making a call or otherwise engaging an electronic device during an exam, you will receive an automatic zero for the exam.

Use of Email. This is required. If you do not access your Pitt email on a regular basis, please redirect the Pitt account to the one you do access on a daily basis. I may occasionally provide course information through Pitt email. **I expect professionalism in all emails written to me, so make sure to include an appropriate subject line, a**

greeting, and a closer whenever emailing me. Any emails not including text and your name in the email body will be disregarded and deleted; this is especially important to consider if you are sending me your work.

Use of Blackboard/Courseweb. Blackboard (Courseweb) will be used for various purposes through the duration of the course. Please check Blackboard for course information, updates, documents, and grades.

Academic Accommodations. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Health and Counseling Services, G-10 Student Union, 814-269-7119, as early as possible in the term. The Office of Health and Counseling Services will verify your disability and determine reasonable accommodations for this course. Accommodations will not be granted retroactively.

Statement on Classroom Recording. To ensure the free and open discussion of ideas, you may not record classroom lectures, discussion, and/or activities without my advance written permission, and any such recording properly approved in advance is for private use only.

Academic Integrity and Using Sources. This course adheres to university standards on integrity. Unless otherwise instructed, all assignments are to be completed as your original individual work. Threats to academic integrity include, but are not limited to, cheating (copying from someone else), plagiarizing (using another person's ideas and stating their words as your own), fabricating of information or citations (making up sources), facilitating acts of academic dishonesty by others (letting someone copy your paper or test), having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any information obtained from the Internet or any other source must be appropriately cited or it will be considered plagiarism. Academic dishonesty simply will not be tolerated. **In the event that a student plagiarizes and/or commits an academic integrity violation (see above), he or she will automatically fail the applicable assignment. In the case of a second violation, the student will automatically fail the course (note that procedural process will be initiated in ANY case, which can result in additional consequences).**

Failing to properly cite sources in text, in the References, or verbally in presentations will result in deductions to the applicable assignment.

NOTE: Wikipedia, other Wikis, Encyclopedias/Encyclopedia Websites, and/or Dictionaries/Dictionary Websites should NEVER be used as sources for information in this course (with the exception of operationalizing terms through Encyclopedia or Dictionary definitions in speeches or presentations and with the exception of Wikipedia in Strategy Memo #4). Wikis are not credible sources, and dictionaries and encyclopedias lack the communication application and theoretical depth we are looking for in the course. Utilizing such sources, except in the cases of Encyclopedias or Dictionaries used to operationalize terms in speeches or presentations, and except Wikipedia in Strategy Memo #4, will result in a deduction in points on the assignment.

Note that, in this course, trade publications and sites and news sources are the most frequently required sources. Clients will want these kinds of sources, so you should get used to them; some possibilities are listed in the syllabus "Assignments" section.

Submission of Course Papers and Projects. Unless otherwise directed by the instructor, all assignments are to be submitted in class on the date indicated in the schedule. Stapled, hard copies (8.5x11 paper) are expected for submissions. Double-sided is great!

All course papers and assignments need to be typed, 12-pt. font, Times New Roman or Calibri, and double-spaced (though any outlines and memo assignments may be single-spaced). You must abide by APA for the References pages and in text citations. Headers and margins must also abide by APA standards. **Any listed page or word count lengths in the syllabus or rubrics do not include References pages or title pages. Minimum page lengths listed mean you must get onto that page in order to meet the requirement.**

I understand that printer malfunctions can occur and students can sometimes run late. If that happens, I want you to attend class on time. In such events, do NOT send me anything by email attachment unless and until specifically directed to do so (in other words, please speak to me or email me first; in that case, the email is due no later than 11:59 pm on the due date). A hard copy will then be required by the start of the next class

meeting. Be sure to cc yourself on the email submission in case you/we need to verify the time stamp and that the email in fact went through. Also, be very mindful of the use of email policy (name and text in the body of the email) should you submit material this way. Speeches, presentations, exams, and any exam time activities cannot be submitted this way and must be completed in the class period.

Do NOT place late assignments under my office door assuming I will accept them—I will NOT. If an assignment is due on a particular class day in which you have a documented, excused absence, you must provide the documentation within two calendar weeks and contact me to discuss the situation also within two calendar weeks. We will then determine a schedule and how to move forward.

Regarding Rubrics: Rubrics will not be used in this course.

Additional Notes for Presentations. Unless approved in advance, you will be expected to present according to the presentation order determined in class. **During presentation days in which you do not present, you will be expected to be a respectful and insightful audience member. This includes the following: Q+A participation (if applicable) and cell phones off or on vibrate/silenced. If you are late on a speech/presentation day or if you must exit the room during a speech/presentation, please wait until the current speech/presentation is over before you enter/reenter the room. This is expected of all students/audience members so that each speaker has the opportunity to present without unnecessary distractions. Failing to have phones off or silenced or failure to wait until presentations are over to enter the room will lower your participation grade.**

Depending on class size and how presentations go, there might be times when I need to assign students to present at later dates than originally given. I will do my best to accommodate you in these cases.

Dress Code. I am often asked about the dress code for presentations. While I do not expect you to be “dressed up” for course presentations, you should have, at the very least, the academic version of business-casual attire; nice shirt and jeans, for example, would be fine. **It is important to me that you be as comfortable as possible when presenting, but remember that audiences ALWAYS assess credibility—hats, hoodies with the hood up, shorts, and/or sweat pants would be unacceptable attire for speeches. Chewing gum is also not acceptable. Failure to dress appropriately for a speech or presentation or chewing gum will result in a point deduction on the speech or presentation assignment.**

SPEECH AND PRESENTATION NOTE: If you find you feel especially anxious about giving speeches or presentations, I encourage you to speak with me prior to the speech or presentation date. I try to make this a comfortable, encouraging environment, so please talk to me.

Late Assignments. Late work will not be accepted unless accompanied by documentation for an excused absence (see above under “submissions”). The same applies for any speeches and presentations—they must be completed on the assigned day. Unless appropriate documentation is provided, speeches, presentations, exams, and exam time activities must be completed in class the day listed for the deadline. Unless accompanied by appropriate documentation, all other assignments must be completed by 11:59pm on the day listed for the deadline.

Queries Regarding Grades. If there comes a time when you disagree with the grade you have earned on an assignment, you may come to me to argue your side. However, my policy is that you need to wait at least 24 hours after the assignment is handed back to you to do so. At that point, you are to construct a one page, written request, submitted in hard copy form, clearly stating the reason for your appeal with a well-reasoned argument. **By requesting this appeal, you agree to disregard the contested grade entirely.** On appeal, the assignment will be graded again according to the criteria originally established for the assignment. **The new grade may be the same, higher, or lower than the original, contested grade.** The grade determined on review is then final.

Keep in mind! I will not entertain any subjective requests to alter or round grades at any point during or after the semester. I do not change grades because students feel they should be changed, and I do not round scores—ever!

Participation. This course is based largely on discussion. In fact, I rely on discussion. Therefore, as a student in this class you need to come to class prepared, ready to discuss your opinions and/or questions. **Participation points are not free points!** Your participation in the course will comprise 10% of your overall course grade.

If you do not come to class AND frequently participate, the most you can earn is an 8/10 in participation. An 8/10 is the standard grade for participation; to exceed standard, you must participate in class discussions consistently (virtually every applicable class day throughout the semester), with meaningful comments and/or questions, to attain a 10/10. In some instances, students may receive higher than an 8/10 if their comments are particularly high quality.

Due to the nature of the course, there will be instances in which the class may engage in heated discussions. At all times, you need to show respect to your classmates even when they express an opinion that is different from your own. Though you will need to participate in discussions and speak frequently in class in order to get the full participation points, being an attentive audience member (paying attention and not distracting speakers/audience members during presentations) and a conscientious group member and being able to listen to others' opinions and respond to them in a respectful manner is vital to participation. Ad/Article Days are also important for participation. **Remember there are factors that can result in lowered participation grades. See the policies as listed above.**

Extra Credit. If anyone is interested in extra credit, I would be happy to provide an extra credit assignment. Please contact me if at any point you would like to discuss extra credit. Once I establish an assignment and point value, I will make that assignment available to the whole class.

GRADING/ASSIGNMENT LIST

This course grades on the point system, allowing you to calculate your grade and determine what you will need to achieve.

Ad/Article Discussions

Strategy Memos	50 points (5 @ 10 points each)
Building the Brand Presentation	20 points
Creating the Brand Final Project	20 points
Participation (See Policies)	10 points
Total	100 points

GRADING SCALE

Final grades will be calculated utilizing the following scale:

A+	98 - 100%
A	93 - 97.9%
A-	90 - 92.9%
B+	88 - 89.9%
B	83 - 87.9%
B-	80 - 82.9%
C+	78 - 79.9%
C	73 - 77.9%
C-	70 - 72.9%
D+	68 - 69.9%
D	63 - 67.9%
D-	60 - 62.9%
F	0 - 59.9%

ASSIGNMENTS

Professional Article and Advertisement Discussions

On designated class days during the semester, we will discuss/explore current professional advertising and marketing in which you will provide examples. I will allow date selections early in the course—each student will select two dates.

You will be expected to lead discussion about an advertisement you have observed/located; you will share the ad with the class. In addition, you will need to explain and discuss a professional article you have located—from trade publications and sites, news sources, etc.—that deals with marketing, advertising, branding, packaging, or some other facet of IMC (try to connect the article material to your ad). The article can be directly about the ad, or you can draw a connection. Show us the article and have citation information ready in case anyone in the class wants it. I will not collect anything from you.

For some possible publications or website articles you may want to consider, consult item #3 of the strategy memo guidelines.

This will also be a good time to listen for ads and ideas from classmates that you may want to use for your own research. Discussions will not be formally graded, but will count toward your participation—the discussions are ultimately meant to help both you and your classmates.

Strategy Memos (50 points; 5 total @ 10 points each)

In the marketplace, analytical writing often occurs in memo form, and this course will focus on developing your skills in just that kind of writing. Over the course of the semester, you will have the opportunity to complete five “strategy” memos on various topics of marketing research.

In completing these memos, you will be expected to:

1. Incorporate, apply, and draw conclusions from your marketing research.
2. Deliver a well-written argument that is a MAXIMUM of 500 words in the memo body (single spaced).
3. Except when noted in the memo descriptions of #4 and #5, use appropriate sources; from credible trade publications and sites and news sources such as *Advertising Age*, *Fast Company*, the *Wall Street Journal*, *New York Times*, *Huffington Post*, *USA Today*, *Time*, *adweek*, *prnewswire*, *mediabistro*, *forbes*, *4 A's*, *msn*, and *cnn*.
4. Follow basic elements of memo format—but not content—of the example attached at the end of the syllabus. Remember: your memo assignments require sources.
5. Display familiarity with the conventions of memo form.
6. Use a proper tone for a corporate/professional audience; memos should also be edited and proofread.
7. Use necessary in text citations and attach a References page, citing all sources with APA format (6th ed.).

Participation (10 points)

See the description under “course policies.”

“Strategy” Memo Overview*

***Note: In order to get the most out of the memo assignments, and in order to prepare for the larger projects, I would recommend that you select different brands for #1-#4.**

Strategy Memo 1: Storytelling (10 points): Integrated Marketing Communication looks to create and instill a strong and consistent message (“story”) across all facets of an organization’s communication. Successful brands often have strong stories. Select a brand, and, in a memo, describe that brand’s advertising campaign and its use of persuasion. What is the “story” of the brand’s messages? In what ways are the brand’s IMC efforts effective or ineffective? Two trade and/or news sources are required.

Strategy Memo 2: The Role of Liberal Arts in the Marketplace (10 points): We talked in class about the importance of a Humanities/Liberal Arts perspective in marketing (and we viewed some professionals in *The Persuaders*)—in a way, brand relationships are similar to human relationships. We will apply that in this memo. Select a brand and answer the questions: how do you feel you “brand” yourself to other people, including in possible career or internship searches? What sets you apart from competitors? Furthermore, how are you somehow “like” your selected brand? Two trade and/or news sources are required.

Strategy Memo 3: Reviewing the Campaign’s Situation (10 points): Bitzer’s Rhetorical Situation is a key concept in persuasion that has numerous implications for marketing and advertising. In this memo, find an advertising campaign for a brand and research it. Accurately describe the campaign’s purpose/goal (how it looks to meet exigence), the target audience(s), functioning as mediators of change, and constraints the campaign is working with. Two trade and/or news sources are required.

Strategy Memo 4: Evaluating Sources (10 points): During your marketing career, you will have the opportunity to draw from a variety of sources when researching. For this assignment, select a brand and identify, through research, a problem(s) that brand has had in its advertising. Use the following three sources: 1) an entry on Wikipedia, 2) an article from a trade publication or site or news source (see options in memo overview item #3), AND 3) a scholarly journal article not used in class lecture (use online journal databases like EBSCOhost through the library). In a memo, utilize the three sources in order to answer the following questions: what advertising problem(s) did the sources identify? What could other brand competitors learn from the problem(s)? What recommendations would you give to the brand moving forward?

Strategy Memo 5: Marketing and Consumer Mentality (10 points): People are often quick to dismiss marketing practitioners as automatically unethical in their practices, though this is not necessarily the case. As we close out the semester thinking about how consumers are impacted by marketing (and after seeing *King of Kong*), explain in a memo why it might be important for marketing practitioners to engage in ethical practices if they hope to promote the longevity of and consumer interest in their brand(s). Use at least two scholarly journal articles not used in class lecture (use online journal databases like EBSCOhost in the library) to complete this assignment.

Presentation Overview: Building the Brand (20 points)

For this assignment, you and your three partners (more or less depending on class size) will put together and explain an advertisement that depicts a brand (i.e. what the brand communicates, offers, and uniquely stands for)—you should select an existing brand and NEW product or service of your choosing. The new product may be a line extension or a brand extension. You must build upon a brand’s existing message, mission, and advertising campaign but you cannot simply give “more of the same;” it is vital in marketing that you propose an idea that makes you stand out, and that is what you will be doing here. While it’s not necessary for you to fully construct the ad, you and your partners should be able to illustrate the ad by doing ALL of the following:

1. Explaining the proposed advertisement—logos, images, language/text, slogans, etc.—and the product or service advertised. You should show images, video clips, and written text as much as possible in order to fully illustrate your advertisement.
2. Selecting the appropriate medium for the advertisement and providing a rationale.
3. Explaining how the product (or service) and the advertisement fit within the brand’s existing mission and other components of the brand’s IMC.
4. Establishing, with strong rationale, the price of the product or service. Note: you should show knowledge of brand competitors when establishing price. Be realistic.
5. Explaining how consumers will primarily make the purchase—online, in store, etc. (naming specific websites or stores is necessary).
6. Discussing the target audience and projected income of that target audience, including a rationale.
7. Conducting additional research that allows you to back up your ideas for items #1-4 (at least three sources from trade publications/sites and/or news sources).
8. Explaining how course concepts assisted your ideas for the advertisement.
9. Providing me with both the outline and a References page in APA format (sources should be cited in the presentation AND the outline when needed)—outline submission to me MUST be hard copy and is due on the day of the presentation.
10. Using PowerPoint sparingly (you may want to show images or include BRIEF bullet points; do not use PowerPoint in a way that takes detracts from the presentation’s content)—keep in mind the length of the presentation when using PowerPoint.
11. Giving a presentation that is approximately 25-30 minutes in length, showing careful attention to preparation, speech delivery, and professionalism (remember that you are marketing yourself, as well, so business casual is a MINIMUM).
12. Allowing all partners to contribute to the presentation. Q+A with the class to follow.

Final Project Overview (due at final exam w/discussion): Creating the Brand (20 points)

For the final assignment, you will have the opportunity to analyze and learn more about an industry in which you may eventually want to work. The assignment is two-fold, as it will also require a presentation/discussion at the time of our final exam, in which you will pitch the best brand you select out of a group of seven (more or less depending on class size). Convince us to buy into the brand with a pitch. Paper requirements are as follows:

1. **Industry Analysis:** Select an industry (some examples: steel, public school, music, cell phone, video game, candy, beverage, fast food, financial, etc.) and research it. Then, using AT LEAST 10 CREDIBLE SOURCES NOT USED IN CLASS LECTURE (at least 3 of which must be scholarly; at least 7 of which must be trade publications/sites and/or news sources), prepare an essay that includes the following:
 - The history and contemporary practice of this industry in terms of advertising and branding.
 - The important advertising issues/problems currently facing this industry.
 - The target audience(s) and the consumer impact for this industry.
 - An account of why key brands within this industry have found success among consumers.
 - An explanation of why there is room for a new brand within this industry (based on your own analysis) and how you are aware the brand could occupy that space. Note: address the Rhetorical Situation for the brand.
2. **Brand Development:** Create the brand name, brand identity, target audience(s), and products (or services) that fall within your brand’s line. Be realistic about competing with dominant brands in a competitive market.
3. **Paper Form:** Paper should be a MINIMUM of 8 pages (double-spaced) not including title page or References page, with necessary in text citations and a References page—all sources need to be in APA format (6th ed.). Paper form (intro, conclusion, paragraph points, support, etc. must be included). Essay should be edited and proofread.

COURSE CALENDAR*

- Monday, January 5:** **What are we doing here?**
Course Introduction
- Wednesday, January 7:** **Overview of IMC and Syllabus/Policies**
Syllabus, Memo, and Article Discussion Overview (Order)
Strategy Memo #1 Overview
- Friday, January 9:** **Introduction to IMC and its Story—Effective and Simple**
Thinking Strategically
Read: Chapter 1
- Monday, January 12:** **Professional Article and Advertisement Discussion**
Professional Article and Ad
- Wednesday, January 14:** **IMC and its Story/The Importance of Mission**
Brands and Brand Building
Read: Chapter 15
- Friday, January 16:** **IMC Compared to Other Business and Marketing Models**
Why Use it?
Read: Chapter 3
Strategy Memo #2 Overview
Strategy Memo #1 Due
- Monday, January 19:** **NO CLASS-MLK DAY**
- Wednesday, January 21:** **Professional Article and Advertisement Discussion**
Professional Article and Ad
- Friday, January 23:** **Managing Identity and Equity/Human Relationships**
Issues of Influence and Image
Read: Chapter 5
Presentation Overview w/Group Selections
- Monday, January 26:** ***The Persuaders (film)***
- Wednesday, January 28:** ***The Persuaders (film)***
- Friday, January 30:** **Advertising**
Part of the IMC Scope
Read: Chapter 4
Strategy Memo #3 Overview
Strategy Memo #2 Due
- Monday, February 2:** **Super Bowl Ads!!!**
Impressions of Super Bowl Advertisements

- Wednesday, February 4:** **The Internet and “Medium” Creativity**
Part of the IMC Scope
Read: Chapter 16
- Friday, February 6:** **Professional Article and Advertisement Discussion**
Professional Article and Ad
- Monday, February 9:** **Addictions and Politics**
A Different Role? The IMC Scope
Read: Chapter 11 and Chapter 14
- Wednesday, February 11:** **Professional Article and Advertisement Discussion**
Professional Article and Ad
- Friday, February 13:** **Addictions Continued**
Tobacco and Alcohol
Read: Chapter 12
- Monday, February 16:** **Prescriptions and Insurance**
Pharmaceuticals and Drugs and Insurance
Read: Chapter 13
Strategy Memo #4 Overview
Strategy Memo #3 Due
- Wednesday, February 18:** **Professional Article and Advertisement Discussion**
Professional Article and Ad
- Friday, February 20:** **Stereotypes (Still Playing a Role?)**
Gender, Race, Age, and Sexual Orientation
Read: Chapters 6, 7, 8, and 9
- Monday, February 23:** **Professional Article and Advertisement Discussion**
Professional Article and Ad
- Wednesday, February 25:** ***Pitch Men (show)***
- Friday, February 27:** **Shopping!—and Meaning**
Consumer Behavior—The Side of the Consumer
Read: Chapter 2
- Monday, March 2:** **Professional Article and Advertisement Discussion**
Professional Article and Ad
- Wednesday, March 4:** **The “Vulnerable” Market**
Marketing to Children/Treating Consumers like Children
Read: Chapter 10
Final Paper/Project Overview
- Friday, March 6:** **Presentation Discussion with Ideas from Class**
- March 9-13:** **SPRING BREAK; NO CLASS**

Monday, March 16:	BUILDING THE BRAND PRESENTATION
Wednesday, March 18:	BUILDING THE BRAND PRESENTATION
Friday, March 20:	BUILDING THE BRAND PRESENTATION
Monday, March 23:	BUILDING THE BRAND PRESENTATION
Wednesday, March 25:	BUILDING THE BRAND PRESENTATION
Friday, March 27:	BUILDING THE BRAND PRESENTATION
Monday, March 30:	BUILDING THE BRAND PRESENTATION
Wednesday, April 1:	Professional Article and Advertisement Discussion <i>Professional Article and Ad</i>
Friday, April 3:	The Question of Ethics Is that Realistic? <i>Read: Chapter 17</i> <i>Strategy Memo #5 Overview</i> Strategy Memo #4 Due
Monday, April 6:	Professional Article and Advertisement Discussion <i>Professional Article and Ad</i>
Wednesday, April 8:	<i>King of Kong (film)</i>
Friday, April 10:	<i>King of Kong (film)</i>
Monday, April 13:	<i>King of Kong Discussion and Creating a Brand</i> <i>Applications to Consumerism</i>
Wednesday, April 15:	Professional Article and Advertisement Discussion <i>Professional Article and Ad</i> Strategy Memo #5 Due
Friday, April 17:	Professional Article and Advertisement Discussion <i>Professional Article and Ad</i>
FINAL EXAM TIME:	Thursday, April 23rd from 8:00-10:00am <i>Creating Brand Paper Due (Class Meets for Presentations)</i> <i>All Extra Credit Due</i>

*Note: Course calendar/due dates are subject to change at the discretion of the instructor

Memo (Basic Format Example)*

****Use For Format, Not Content; Remember Source Requirement***

TO: Dr. Paul Lucas
FROM: John Smith
RE: Proposal for Research
DATE: January 5, 2015

On Monday, January 5, 2015, Dr. Lucas requested that research be done to verify the importance of Integrated Marketing Communication in today's economic situation. The purpose of evaluating Integrated Marketing Communication in the context of our organization brings to light the following questions:

1. How does IMC change or alter the current business model for our organization?
2. How will the incorporation of IMC benefit the organization in the future?
3. How is our organization currently fulfilling its mission?

OVERVIEW

In order to answer the questions, I have conducted research designed to touch upon each of the following issues:

1. Current returns for the company
2. Projected returns for IMC incorporation
3. What is communicated through the current mission
4. How IMC adds to the company's reputation
5. Demographic information on consumers

Understanding the above issues will maximize the possibilities for cross comparison of variables. For instance, the data could be used to see whether some facets of IMC assist the current business model and mission or if they would accomplish something similar to current practices.

I have mailed a questionnaire to a sample of the organization's employees and practitioners. Consumers will also be included in this study, since the consumers will have an idea of what is being communicated about the organization through both its branding and its communication channels. The consumers will be questioned via a mailing list.

Once the questionnaire is formally created, it is our hope that we will have greater insight into the field of integrated marketing communication as well as its potential benefit to our organization.