

**INTEGRATED MARKETING COMMUNICATION (IMC), SPRING 2017  
COMMRC 1133  
Biddle 252, MWF 11-11:50**

Dr. Paul A. Lucas

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Office hours: MWF 11:50-12:50; other days/times by appointment

**COURSE DESCRIPTION/OBJECTIVES (AESTHETICS AND CREATIVE EXPRESSION)**

*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

IMC falls into the Aesthetics and Creative Expression World of Knowledge. Through Memo assignments, students will demonstrate knowledge and understanding of human expression. Through the group presentation and final project, students will create work in visual, digital, written, and performed mediums.

**REQUIRED TEXT**

Sheehan, K. B. (2014). *Controversies in contemporary advertising* (2<sup>nd</sup> ed.). Los Angeles: Sage Publications, Inc.

## COURSE POLICIES

**Professionalism and Attendance.** 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 from the date of the absence. Sending me an email is not considered providing documentation. You should consult with me about options for documentation should any issues arise. Keep in mind that any provided documentation must include applicable date(s).

Classes missed for other reasons, or classes missed without documentation provided in the necessary timeframe, are considered unexcused and therefore absences. If you suspect that you will need to miss a class at some point for conflicts such as scheduling, advising, group meetings, work, weddings, vacations, 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.

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. 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.

**Your overall course grade will be lowered by five full points for each unexcused absence after three. Keep in mind that there is no limit on point deductions due to unexcused absences, and the final exam meeting is also considered a class day.**

**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. Majocha in Blackington 248. I will accept as documentation any notes or emails with dates provided to me from Dr. Majocha'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.** Since I do understand the benefit of electronic devices in certain situations, you are permitted to have phones and other devices out, you may check time, you may time classmates or yourself while presenting, 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!

In addition, 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 silent, and step out of the classroom to answer the call or text.

Otherwise, absolutely no text messaging or phone calls, or any engagement of phones or other devices (unless related to circumstances as described above) will be permitted. I particularly dislike when students use cell phones or other 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 electronic device in class (again, not related to circumstances as described above), you will automatically lose two participation points per each offense (maximum of 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.**

**Use of Email.** If you do not access your Pitt email on a regular basis, please redirect the Pitt account to one you do access. I may occasionally provide course information through Pitt email.

**I expect professionalism in all emails, so make sure to include an appropriate subject line, a greeting, and a closer whenever emailing me. Any emails not including both your name and written text in the email body will be disregarded and deleted.**

***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 course grades. Note that grades posted to Blackboard/Courseweb do not account for deductions from absences or deductions to the participation grade after it reaches zero.

***Academic Accommodations .*** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact me 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, discussions, and/or activities without my advance written permission, and any such recording approved in advance is for private use only.

***Academic Integrity and Using Sources.*** 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, using electronic devices or notes to cheat), 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, and tampering with the academic work of other students. Any information obtained from the Internet or any other source must be 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 (zero grade). In the case of a second violation, the student will automatically fail the course. Note that procedural process will be initiated in any plagiarism or academic integrity case, which can result in additional consequences.**

Failing to properly cite sources in text (according to stylistic guidelines), in the Works Cited or References, or verbally in presentations will result in deductions to the applicable assignment.

**Wikipedia, other Wikis, Encyclopedias/Encyclopedia Websites, and/or Dictionaries/Dictionary Websites should never be used as sources for information in this course—with the exceptions of operationalizing terms through Encyclopedia or Dictionary definitions in speeches or presentations and using Wikipedia to complete 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 as mentioned above, will result in a deduction in points on the assignment.**

***Submission of Course Papers and Projects.*** Unless otherwise directed by the instructor, assignments are to be submitted/completed in class by the date indicated in the schedule. See more specifics under “late assignments.” Keep in mind that class can end early.

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 presentation outlines and memos may be single-spaced. You must abide by either 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 do not include References pages or title pages. Any listed minimum page lengths mean you must get onto that page in order to meet the requirement. Do not place late assignments under my office door or in my mailbox assuming I will accept them—I will not.

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**Regarding Rubrics:** Rubrics will not be provided in this course.

***Additional Notes for Presentations.*** Please—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 do talk to me.

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 and electronic devices off or silenced. With the exceptions of taking notes on presentations or speeches, you should not be completing work for other courses or this course, and you should not be doing any other work, readings, or activities. Your attention and focus need to be on the speakers in class. This is expected of all students and audience members so that each speaker has the opportunity to present without unnecessary distraction. Remember that compromising the learning experience for others will lower your participation grade.**

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

***Dress Code.*** I am often asked about the dress code for presentations. You should, at the very least, have the academic version of business casual-style attire; a 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, sweat pants, and/or hoodies with the hoods up would be unacceptable attire for speeches and presentations. Chewing gum is also not acceptable. Failure to dress appropriately for a presentation or chewing gum will result in point deductions on the assignment.**

***Late Assignments.*** Late work will not be accepted unless accompanied by documentation for an excused absence, and not all excused absences warrant an extension—you will need to contact me about the specific circumstance. Unless appropriate documentation is provided, papers, speeches, presentations, exams, and exam time activities must be completed on time.

***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. I will not hold conversations regarding grades or feedback until at least 48 hours after the assignment is handed back to you. I will never discuss grades or feedback before, during, or after class in the classroom. You will need to schedule an appointment with me to discuss any grade or feedback in my office. I will certainly not entertain any discussions about grades posted to courseweb prior to you getting feedback.

After 48 hours, you are to meet with me and provide 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 ask questions and discuss your opinion. You also need to be fully attentive to class lectures and discussions. 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; in order to exceed standard, you must participate in class discussions consistently (virtually every applicable class day throughout the semester), with meaningful and high quality comments and/or questions.**

Due to the nature of the course, there will be instances in which the class may engage in heated discussions. You need to show respect to your classmates even when they express opinions that are different from your own. Though you will need to pay attention, 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) and a conscientious group member and being able to listen to others' opinions and respond to them in a respectful manner is vital to the participation score. See all course policies above for additional information on factors related to the participation grade.

***Extra Credit.*** If anyone is interested in extra credit, I can 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 the 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.

Memos	50 points (5 @ 10 points each)
Building the Brand Presentation	20 points
Creating the Brand Final Project	15 points
Participation (See Policies)	10 points
Ad/Article Discussions	5 points (2 @ 2.5 points each)
<b>Total</b>	<b>100 points</b>

## 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 (5 points)

On designated class days during the semester, we will discuss/explore current advertising and marketing practices from your own provided examples. I will allow date selections early in the course—each student will select two dates. On these days, I will not collect anything from presenters. 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.

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—which can come 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 the connection for us. You do not have to provide the article to me, but you should show it to the class and have citation information ready in case anyone in the class wants it.

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

**Participation (10 points)**

See the description under “course policies.”

**Memo Overview (50 points; 5 total @ 10 points each)**

Over the course of the semester, you will have the opportunity to complete five memo assignments, serving as research prompts, 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, of no more than 500 words, in the paper body (single spaced).
3. Except when noted in the memo descriptions of #4 and #5, use appropriate sources; from credible trade sources and/or news sources such as *Ad Age*, *Fast Company*, the *Wall Street Journal*, *New York Times*, *Huffington Post*, *USA Today*, *Time*, *adweek*, *prnewswire*, *forbes*, *4 A's*, *msn*, and *cnn*.
4. Use a proper tone for a corporate/professional audience; memo assignments should also be proofread and edited.
5. Use necessary in text citations and attach a References page, citing all sources with APA format (6<sup>th</sup> ed.).

**Memo Assignments\***

**\*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.**

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

***Memo Assignment #2: The Endorsement (10 points):*** We have been speaking in class about the importance of human characteristics in brands. In a way, brand relationships are similar to human relationships. We will apply that in this memo. Select a brand and write a convincing argument about a celebrity (actor/actress, athlete, model, politician, etc.) who you feel should be chosen to represent the brand. Why should this celebrity endorse your chosen brand? What significant connections do you see between the brand and the celebrity? Note that your chosen celebrity should not currently represent your chosen brand. Two trade and/or news sources are required.

***Memo Assignment #3: Super Bowl Situations (10 points):*** Bitzer’s Rhetorical Situation is a key concept in persuasion that has implications for marketing and advertising. We will see groups make use of it in the Building the Brand Presentations. For this memo, select a commercial that aired during the Super Bowl and accurately describe the commercial’s purpose/goal (and how it looks to meet exigence), the target audience(s) (functioning as mediators of change) and constraints the commercial was working with. Two trade and/or news sources are required.

**Memo Assignment #4: Problems and Competitors (10 points):** We have now talked about addictive products, consumer impact, and child audiences, all of which are consistent sources of criticism for marketing practitioners. We also need to start preparing for the final paper, and you will at times be asked to isolate issues for clients. 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 or news source [see some 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). 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?

**Memo Assignments #5: Lasting Brands (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 watching two competitors in *King of Kong*), select the industry you might also choose for the final paper. Identify a brand within that industry and discuss how their practices might be considered ethical—therefore putting that brand in a better position than its competitors. Use at least two scholarly journal articles and at least one trade source 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. 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/or written text in order to fully illustrate your advertisement.
2. Selecting the appropriate medium and for the advertisement and any promotions 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, apps, etc. (naming specific websites, stores, apps, etc. is necessary).
6. Discussing the target audience and projected income of that target audience, along with rationale.
7. Conducting research that shows you can back up your ideas for items #1-6 (three trade or news sources are required).
8. Explaining, organically during the presentation, how course ideas assisted your ideas.
9. Providing me with both the outline and a References page in APA format (sources should be cited in the presentation and in the text of the outline when needed)—outline submission is due on your presentation day.
10. Using PowerPoint sparingly (you may want to show images and/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.
11. Giving a presentation approximately 25-35 minutes in length, showing careful attention to preparation, speech delivery, and professionalism (remember that you are marketing yourself, as well; business casual is a minimum).
12. Allowing all group members to contribute to the presentation. Q+A with the class to follow.

### **Final Project Overview (due at final exam w/discussion): Creating the Brand (15 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 (half hour prep, with group members suggesting ideas for alteration), 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 6 CREDIBLE SOURCES NOT USED IN CLASS LECTURE** (at least 1 of which must be scholarly; at least 5 of which must be trade publications/sites or news sources), prepare an essay that includes the following:
  - An account of some key brands within this industry and why they have found success among consumers.
  - Some important advertising issues/problems the brands have faced.
  - The target audience(s) for the brands.
  - An explanation of why there is room for a new brand (based on your own analysis). The Rhetorical Situation should be accounted for here.
2. **Brand Development:** Create the brand name, brand identity, target audience(s), logo with color schemes, and products (or services) that fall within your brand's line. Be realistic about competing with dominant brands in a competitive market, and remember the brand name must be original.
3. **Paper Form:** Paper should be a **MINIMUM** of 6 pages (double-spaced), not including title or References pages, with necessary in text citations and a References page—all sources need to be in APA format (6<sup>th</sup> ed.). Paper form (intro, conclusion, paragraph points, support, etc.) must be included. Essay should be proofread and edited.

### **COURSE CALENDAR**

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

<b>Wednesday, January 4:</b>	<b>What are we doing here?</b> Course Introduction
<b>Friday, January 6:</b>	<b>Overview of IMC and Syllabus/Policies</b> <i>Syllabus, Memo, and Article Discussion Overview (Order)</i> <i>Memo #1 Overview</i>
<b>Monday, January 9:</b>	<b>Introduction to IMC and its Story—Effective and Simple</b> Thinking Strategically <i>Read: Chapter 1</i>
<b>Wednesday, January 11:</b>	<b>Professional Article and Advertisement Discussion</b> <i>Professional Article and Ad</i>
<b>Friday, January 13:</b>	<b>IMC and its Story/The Importance of Mission</b> <i>Brands and Brand Building</i> <i>Read: Chapter 15</i>
<b>Monday, January 16:</b>	<b>NO CLASS-MLK DAY</b>
<b>Wednesday, January 18:</b>	<b>IMC Compared to Other Business and Marketing Models</b> Why Use it? <i>Read: Chapter 3</i> <i>Memo #2 Overview</i> <b><i>Memo #1 Due</i></b>



- Friday, January 20:** **Professional Article and Advertisement Discussion**  
*Professional Article and Ad*
- Monday, January 23:** **Managing Identity and Equity/Human Relationships**  
Issues of Influence and Image  
*Read: Chapter 5*  
*Presentation Overview w/Group Selections*
- Wednesday, January 25:** ***Pitch Men (show)***
- Friday, January 27:** **Pitch Men Discussion**
- Monday, January 30:** **Advertising and Promotions**  
Part of the IMC Scope  
*Read: Chapter 4*  
*Memo #3 Overview*  
***Memo #2 Due***
- Wednesday, February 1:** **Professional Article and Advertisement Discussion**  
*Professional Article and Ad*
- Friday, February 3:** **The Internet and “Medium” Creativity**  
Social Media and the Unique Medium  
*Read: Chapter 16*
- Monday, February 6:** **Super Bowl Ads!!! Rhetorical Situations?**  
*Impressions of Super Bowl Advertisements*
- Wednesday, February 8:** **Addictions**  
A Different Role? The IMC Scope  
*Read: Chapter 11 and Chapter 14*
- Friday, February 10:** **Professional Article and Advertisement Discussion**  
*Professional Article and Ad*
- Monday, February 13:** **Addictions Continued**  
Tobacco and Alcohol  
*Read: Chapter 12*
- Wednesday, February 15:** **Prescriptions**  
Pharmaceuticals  
*Read: Chapter 13*  
*Memo #4 Overview*  
***Memo #3 Due***
- Friday, February 17:** **Professional Article and Advertisement Discussion**  
*Professional Article and Ad*
- Monday, February 20:** **Stereotypes (Still Playing a Role?) and Target Audiences**  
Gender, Race, Age, and Sexual Orientation  
*Read: Chapters 6, 7, 8, and 9*

<b>Wednesday, February 22:</b>	<b>Professional Article and Advertisement Discussion</b> <i>Professional Article and Ad</i>
<b>Friday, February 24:</b>	<i>Pitch Men (show)</i>
<b>Monday, February 27:</b>	<b>Pitch Men Discussion</b>
<b>Wednesday, March 1:</b>	<b>Professional Article and Advertisement Discussion</b> <i>Professional Article and Ad</i>
<b>Friday, March 3:</b>	<b>Building the Brand Presentation Discussion—Create a Consumer</b> <i>Creating a Brand Paper and Project Overview</i>
<b>March 6-10:</b>	<b>SPRING BREAK; NO CLASS</b>
<b>Monday, March 13:</b>	<b>BUILDING THE BRAND PRESENTATION</b>
<b>Wednesday, March 15:</b>	<b>BUILDING THE BRAND PRESENTATION</b>
<b>Friday, March 17:</b>	<b>BUILDING THE BRAND PRESENTATION</b>
<b>Monday, March 20:</b>	<b>BUILDING THE BRAND PRESENTATION</b>
<b>Wednesday, March 22:</b>	<b>BUILDING THE BRAND PRESENTATION</b>
<b>Friday, March 24:</b>	<b>BUILDING THE BRAND PRESENTATION</b>
<b>Monday, March 27:</b>	<b>BUILDING THE BRAND PRESENTATION</b>
<b>Wednesday, March 29:</b>	<b>Shopping!—and Meaning</b> Consumer Behavior—The Side of the Consumer <i>Read: Chapter 2</i>
<b>Friday, March 31:</b>	<b>Professional Article and Advertisement Discussion</b> <i>Professional Article and Ad</i>
<b>Monday, April 3:</b>	<b>The “Vulnerable” Market</b> Marketing to Children/Treating Consumers like Children <i>Read: Chapter 10</i>
<b>Wednesday, April 5:</b>	<b>The Question of Ethics</b> Is that Realistic? <i>Read: Chapter 17</i> <i>Memo #5 Overview</i> <b><i>Memo #4 Due</i></b>
<b>Friday, April 7:</b>	<b>Professional Article and Advertisement Discussion</b> <i>Professional Article and Ad</i>
<b>Monday, April 10:</b>	<b><i>King of Kong (film)</i></b>

- Wednesday, April 12:** *King of Kong (film)*
- Friday, April 14:** **King of Kong Discussion**  
*Applications to Consumerism*
- Monday, April 17:** **Professional Article and Advertisement Discussion**  
*Professional Article and Ad*
- Wednesday, April 19:** **Professional Article and Advertisement Discussion**  
*Professional Article and Ad*  
*Memo #5 Due*
- Friday, April 21:** **Human Brands/Rhetoric/Review and Prep for Final Paper**
- FINAL EXAM TIME:** **Monday, April 24<sup>th</sup> from 10:30-12:30 (Same Room)**  
*Creating Brand Paper Due (Class Meets for Presentations)*  
*Extra Credit Due*

***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 4, 2017

On Monday, January 4, 2017, 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.