Course Description

The course will provide you with the skills and knowledge to:
1. Define what integrated marketing communication (IMC) is and why it is so important to today.
2. Appreciate the IMC industry. This knowledge should help you identify your specific interests in IMC as a career.
3. Understand the process for how an agency’s develops an IMC plan for a client from pitch to evaluation.
4. Develop an effective positioning strategy to distinguish a product or service offering from the competition based on insight of the target market/environment.
5. Determine integrated communication and marketing objectives, formulate a creative strategy, build creative tactics and establish evaluation metrics for various campaign examples and for your team’s IMC plan.
6. Understand the key roles of the marketing mix and various media platforms in the IMC mix—like broadcast, print, promotion, on-line and shopper marketing—in creating a synergistic IMC campaign while maximizing effectiveness.
7. Apply all concepts by completing a team IMC plan for a “real world” brand/product.

Learning Objectives

1. Students will gain factual, conceptual, procedural, and metacognitive knowledge of the strategy and tactics that build an effective IMC plan.
2. Students will gather, categorize, analyze, interpret, and evaluate relevant qualitative and quantitative information to build their own IMC plan.
3. Students will demonstrate the ability to be creative and innovative thought-leaders.
4. Students will assess and characterize diverse communication goals and audience needs across different consumer segments and cultures.
5. Students will apply interpersonal communication strategies when working on their agency teams.
6. Students will conduct research using a broad range of sources, synthesizing and judging the quality of collected information and support their written or oral claims logically and persuasively for in-class assignments as well as their capstone IMC plan.
7. Students will write effectively in a professional context for all assignments.
8. Students will create and deliver a formal advertising pitch presentation.

Required Materials

Textbook
Visit flatworldstudents.com to purchase you textbook in various formats, however an on-line format is required for purchase since the textbook provides many insightful video clips that reinforce key concepts and will be discussed and extended in class.

Title: Launch! Advertising and Promotion in Real Time
Author(s): Michael Solomon, Lisa Duke Cornell, Amit Nizan

On-Line Sources

- Access to Blackboard. All course content will be added to Blackboard (http://learn.usc.edu) as the class progresses. In addition, all Course Assignments will be posted under “Assignments” on Blackboard for reference. Please contact x03000 (Marshall Help Desk) if you do not know your USC account name and password or if you have any trouble accessing material from this class.
- Access to Marshall Library’s databases and resources.
- Access to industry and business publications such as, Advertising Age, ADWEEK.com, through the internet.

Prerequisites and/or Recommended Preparation:
Prerequisites: BUAD 307, COMM200, COMM302, or JOUR 340
Course Notes:
All class information and slides will be posted to Blackboard. Please note that the class slides may not capture all examples, exercise, or discussions that occur during class. In addition, I have requested classes be taped, but that is dependent on technology and therefore is not 100% reliable. Taped classes do not substitute for active attendance and participation, which is graded. For acceptable usage, refer to Class Notes Policies.

Grading Policies:
Final grades represent how you perform in the class relative to other students. Your grade will not be based on a mandated target or curve, but on your performance. Historically, the average grade for this class is about a B+. Three items are considered when assigning final grades:
1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

ASSIGNMENTS AND GRADING DETAIL:

<table>
<thead>
<tr>
<th>By Assignment Type</th>
<th>By Assignment Type</th>
<th>By Assignment Type</th>
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</thead>
<tbody>
<tr>
<td>Experiential IMC Project (3 parts)</td>
<td>45%</td>
<td>450 Points</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
<td>200 Points</td>
</tr>
<tr>
<td>Papers</td>
<td>30%</td>
<td>300 Points</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>50 Points</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
<td>1000 Points</td>
</tr>
<tr>
<td>Individual Total:</td>
<td>55%</td>
<td>550 Points</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
<td>200 Points</td>
</tr>
<tr>
<td>IMC Best Practices Paper</td>
<td>20%</td>
<td>200 Points</td>
</tr>
<tr>
<td>Super Bowl Paper</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>50 Points</td>
</tr>
<tr>
<td>Group Total:</td>
<td>45%</td>
<td>450 Points</td>
</tr>
<tr>
<td>Course Capstone Project: Experiential IMC Project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1: IMC Research &amp; Strategy</td>
<td>15%</td>
<td>150 Points</td>
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<tr>
<td>Part 2: IMC Creative Strategy, Testing &amp; Final IMC Plan</td>
<td>20%</td>
<td>200 Points</td>
</tr>
<tr>
<td>Part 3: Pitch Presentation</td>
<td>10%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Course Total</td>
<td>100%</td>
<td>1000 Points</td>
</tr>
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The Marshall School of Business Learning Goals:

Emphasis will be placed on the USC Marshall School of Business learning goals as follows:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Course Emphasis</th>
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<tbody>
<tr>
<td>1</td>
<td>Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.</td>
<td>Moderate</td>
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<tr>
<td>2</td>
<td>Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.</td>
<td>Low</td>
</tr>
<tr>
<td>3</td>
<td>Our graduates will demonstrate critical thinking skills so as to become future-oriented decision makers, problem solvers and innovators</td>
<td>High</td>
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<tr>
<td>4</td>
<td>Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders.</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.</td>
<td>Low</td>
</tr>
<tr>
<td>6</td>
<td>Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.</td>
<td>High</td>
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Assignment Submission Policy:
All Assignments are due on the date assigned, before class starts at 10:00 am, in the specified format(s). Assignments received after 10:00 am, but before the end of class, will be penalized 10%. Assignments received after class, but on the same day, are penalized 20%. A 30% penalty applies to any late exams, projects or presentations which must be completed before the next scheduled class period or within 48 hours.
ASSIGNMENT OVERVIEW:

Mid-Term Exam = 20%
- A study guide will be given prior to the test along with details on the format.
- I provide all Blue Books and Scantrons. You need to bring #2 pencils and writing tools.
- Notes, books, calculators, cell phones, PDAs or other aids are NOT allowed. I am available during all exams to answer questions on non-marketing word translations and for clarification.
- Issues with scoring need to be discussed with me within 2 days of returning the test.

IMC Best Practices Paper = 20%
- Students will choose an IMC campaign from the last 3 years to evaluate for Best or Worst Practices.
- Campaigns cannot be duplicated within the class; campaign examples analyzed in depth during classes are not allowed.
- Students will analyze the positioning, integration, marketing mix, media mix, message objectives, superiority, and appeals used in the campaign and determine the “Best or Worst” practices in a 4 page paper.
- Further Assignment specifics for the paper will be communicated during a designated class and written/posted.

Super Bowl Paper = 10%
- Students will be assigned a Super Bowl ad from the past 3 years to analyze class concepts to date in a 2 page paper.
Objectives of the paper are:
  - To identify source, message and situational effects.
  - Determine the ad’s communication strategy based on the Decision Making Process and Response Hierarchies.
  - Identify a good and bad effect on society as a result of the ad.
  - Further Assignment specifics for the paper will be communicated during a designated class and written/posted.

Make-up Policy
- Late or make-up assignments are penalized 30% and must be re-scheduled within 24 hours of the missed date (except for documented medical emergencies).
- A student will be considered taking a late test if he/she begins the exam after the first student has completed a test at the scheduled time.

Religious Holidays
- Religious Holidays and associated travel plans are well known in advance. If you require accommodations due to conflict with a religious holiday, I expect you to notify me at least 7 days in advance. Failure to follow this policy will result in stated penalties noted above.

In-class Participation = 5%
- In-class Participation is graded as either credit or no credit.
- There will be in-class participation exercises given throughout the semester, most being unannounced. There are no “retro-active” points allowed. You need to sign the participation roster the same class day to receive credit.
- Active, positive and quality contributions to class discussions, in-class exercises, or bringing in outside examples are encouraged throughout the semester and may be assigned “points” at my discretion. You cannot earn more than 100% of the allocated points.

Class Absences
- There are no make-up options for in-class activities or Participation credit, even if you are ill or it’s a scheduled absence.

Experiential IMC Plan Capstone Project
- Students will form an Agency Team of 5-6 students and develop and pitch a NEW IMC plan for an existing branded product or service.
- IMC Teams will be determined by me and announced during the IMC kick-off class. To form optimal teams, you are required to submit your resume and a skills assessment to me by the deadline. You are penalized for 1 in-class participation credit/day late.
- To ensure integrity and fair competition, NO product/service may be duplicated within the class or from the prior year and no team member can be the founder or employee of a business selected. A lottery system will be implemented and used to award final selections.
- The product/service must be existing (no fictional or yet to be launched businesses allowed). No illegal or illicit products. Alcohol or tobacco products are not permitted. No fantasy technology.
- It is recommended that the product/service you choose be targeted to a consumer segment you have easy access to.
IMC Plan = 45%

The IMC written plan is a strategic document that directs the implementation of IMC ideas. It reviews the situation facing the brand, identifies the positioning, strategy and objectives, along with a target market. Additionally, the IMC plan demonstrates how all elements of the promotion mix (advertising, sales promotions, internet, direct marketing) and media mix are to be coordinated to achieve the marketing and communication objectives. From a pedagogical perspective, the plan incorporates all of the concepts we will learn in this class. Therefore, students who do not complete any part of the IMC plan will fail the class.

In this class, students will work in agency teams of 4-5 students to develop a new IMC Plan for a defined product/service. Students must do supplementary primary AND secondary research to gather current information regarding the positioning, target marketing, and IMC tools in developing their IMC plan.

The components of the IMC plan are:

**Part 1: Research & Strategy = 15%**

Research: Target Market, Brand Perceptions and Competition, Promotional Programs
IMC strategy: Segmentation, Positioning, Marketing Objectives, Communication Objectives

**Part 2: Creative Strategy, Concept Testing & Final IMC Plan = 20%**

Creative Brief, Concept Testing, IMC Mix and Sample Executions, Media Plan, Budget and Evaluation Program

**Part 3: IMC Pitch Presentation = 10%**

During our final exam period, each team will have 12 minutes to “pitch” their new IMC plan to the “client”, simulating an actual pitch conducted by an agency. All team members must present and be in attendance to receive credit.

Further Assignment specifics for both the IMC Plan/Pitch will be communicated during the IMC kick-off class.

**IMC Peer Evaluations = Impact of 5%-100%**

- A Peer Evaluation process occurs at the end of Phase 1 and 2/3 of the IMC Plan and determines the % of the team grade earned for the IMC Plan based on your individual performance with the team. The process is put into place to insure all members are contributing fairly and consistently throughout the group projects and to learn how to best perform within a team environment.
- Group members will need to “earn” 100% of the team grade based on input from their team members in the form of a peer evaluation. Each team member will evaluate other members’ quantity and quality of contributions (not their own) for that phase of the project. Team members must participate in each phase of the project and can’t “make-up” participation in different phases of the project.
- For example, if the team scores 90% on a project, but 2 or more teams member indicated a student contributed at a level of 80%, this student would receive a final grade of 75%, or 15% less than the team grade. Any changes to your grade based on the peer evaluation process will be communicated to you via email.
- To impact your grade, the evaluations must be consistently below 100% from 2 or more group members and have strong rationale. The average % of the members’ feedback will be used to determine the impact to your team grade, based on final approval by me. The impact to team grades will be based on the following scale:

<table>
<thead>
<tr>
<th>Final Team Evaluation</th>
<th>Conversion from Team to Individual Grade</th>
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<tbody>
<tr>
<td>90-94%</td>
<td>-5%</td>
</tr>
<tr>
<td>80-89%</td>
<td>-10%</td>
</tr>
<tr>
<td>70-79%</td>
<td>-20%</td>
</tr>
<tr>
<td>60-69%</td>
<td>-30%</td>
</tr>
<tr>
<td>Minimal</td>
<td>-50%</td>
</tr>
<tr>
<td>Didn’t contribute</td>
<td>-100%</td>
</tr>
</tbody>
</table>

- Peer evaluations are standardized and required from each student. I must receive one single sided, HARD copy on the deadline. The form will be posted to Blackboard.
- If you do not participate in the peer evaluation process within 2 classes past the deadline, your assignment will be considered incomplete and your project grade will be decreased by 10%. Also, a 1% penalty to your project grade applies per class day late.
- Any issues with peer evaluation grading need to be communicated to me within 2 days.
Agency Team Protocol
To insure each Agency team is functional, the following guidelines apply.

Agency Director Role
- Each team is required to have a Director with prior college level management experience. The Director is automatically appointed the team’s leader.
- The Directors can self-nominate themselves, but are interviewed and selected by the Professor. Directors can also be appointed by the Professor.
- To insure Directors meet the team’s expectations, Directors are graded identically in the Individual Peer Evaluation Process.
- To reward Directors for their extra responsibilities, Directors will receive extra credit of (+5%) added to their INDIVIDUAL only project grades, but not more than 100% is allowed. This extra credit is NOT rewarded to Directors receiving 2 or more negative peer evaluations for a project and the regular peer evaluation grading process applies.
- Directors have the privilege of using the title of “Agency Director” on their resumes.

In addition to your Team Member role, Director Responsibilities include:
1. Fostering a professional, productive, and open team environment.
2. Maximizing the team’s performance for each project. This requires:
   - Including and managing all team members
   - Leveraging each member’s strengths
   - Defining and organizing the project deliverables to realistically meet deadlines
   - Allowing for a fair allocation of work
   - Scheduling team meetings to be inclusive of team members
   - Resolving obstacles or conflicts
3. Assisting with the process of Trades, Reprimands and Firings.

Team Trades
Members (but not Directors) of any team may negotiate a trade by the deadline indicated on the weekly schedule.
Requesting a trade will have no effect on the evaluation of the person requesting one. A student requesting a trade to another team must:
- Submit his/her request in writing to each of the Team Directors (from/to) and the Professor.
- The request must indicate your substitute and have approval of the other student who is trading with you.
- The request must articulate the specific reason(s) why s/he is requesting the trade.
- All trades will be considered and approved/disapproved jointly by the Team Directors and the professor, however, a transfer does not need unanimous consent to be approved.

Reprimands
- A minimum of 2 team members must FIRST communicate the need for performance improvement directly to the lagging team member, both verbally and via email. In addition, the Director and Professor should be copied on the email.
- If there is no performance improvement in 1 week, then the team members may decide to issue an official reprimand.
- All reprimands must be approved and issued by the Professor.

Firings
- Any team member that receives 2 reprimands during the course of the semester is automatically fired from their agency.
- Anyone who is fired will receive zero credit for the group/individual project grades and will fail the class.
- Each group project must be completed to pass the course because each project achieves multiple learning objectives for the class.

Evaluation of Your Work:
You may regard each of your assignments as an “exam” in which you apply what you’ve learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within 2 days of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.
MARSHALL GUIDELINES

Add/Drop Process
If you are absent six or more times prior to April 11th (the last day to withdraw from a course with a grade of “W”), I may ask you to withdraw from the class by that date. These policies maintain professionalism and ensure a system that is fair to all students.

Retention of Graded Coursework
Final exams and all other graded work which affect the course grade will be retained for one year after the end of the course if the graded work has not been returned to the student (i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine).

Technology Policy
Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices, such as cell phones, is considered unprofessional and is not permitted during academic or professional sessions. ANY e-devices (cell phones, PDAs, I-Phones, Blackberries, other texting devices, laptops, and iPod) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. For more information visit www.usc.edu/disability.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity or to the Department of Public Safety. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.
Statement on Academic Integrity
USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Class Notes & Materials Policy
Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student’s membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

No recording and copyright notice. No student may record any lecture, class discussion or meeting with me without my prior express written permission. The word “record” or the act of recording includes, but is not limited to, any and all means by which sound or visual images can be stored, duplicated or retransmitted whether by an electro-mechanical, analog, digital, wire, electronic or other device or any other means of signal encoding. I reserve all rights, including copyright, to my lectures, course syllabi and related materials, including in class exercises and worksheets, study guides, summaries, PowerPoint’s, case paper questions and analysis, project formats, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites. Exceptions are made for students who have made prior arrangements with DSP and me.

Students are expected to be familiar with USC’s Academic Integrity Policies (i.e., copying, fraudulent possession of an exam, plagiarism, submission of purchased papers, submitting the same assignment to more than one instructor) and be aware of recommended sanctions (i.e., F for the course, suspension or expulsion) associated with violating such policies. See Appendix A in the SCAMPUS Guidebook for more detail.

Emergency Preparedness/Course Continuity
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Course Advisory
Students need to be flexible and open to the learning process. Additional readings and/or assignments may be added at the discretion of the professor. Furthermore, unforeseen circumstances may arise which mandate changes in the content and/or structure of the course.