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BMKT 343.00: Integrated Marketing Communications

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The University Of Montana

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BMKT 343

Integrated Marketing Communications

Fall 2017

School of Business Administration
University of Montana

Monday/Wednesday at 8:00 – 9:20 9:30 – 10:50 am in GBB 201

Instructor: Benjamin Ferencz
GBB 340
benjamin.ferencz@business.umt.edu
406.243.6868 (office)
406-546-2772 (mobile*)
*Please use my mobile number, if possible.

Office Hours:
Monday 11:00am to Noon
Wednesday 11:00am to Noon
and by appointment

Prerequisite for BMKT 343 (3 credits):
BMKT 325 – Principles of Marketing & a junior standing in Business

Course Objectives & Learning Goals

The IMC course provides students with a broad exposure to marketing communications, from both a theoretical and managerial perspective. This course is designed to be application oriented and experiential; students will be required, in a team environment, to develop a communication strategy based on an in-depth analysis of market, competitive, and communication issues relevant to an existing company or organization.

Upon completion of this course, students should be able to:

- Demonstrate how marketing communication tools and strategies integrate with marketing principles, consumer behavior, brand strategy, and overall marketing strategy.
- Identify the different purposes, advantages and disadvantages, and integration of a variety of marketing communication options.
- Apply theories of communication and persuasion to explain consumer attitude and behavior changes as well as to develop brand strategy.
- Evaluate the effectiveness and efficiency of different marketing communication tools for particular product-market situations.
- Utilize communication strategies to more effectively compete in a competitive professional environment.

Specific Course Objectives:

Upon completion of this course, students should be capable of:

1. Demonstrating competence with basic marketing communication concepts, including applicable theoretical principles;
2. Developing a comprehensive, professional Integrated Marketing Communication Plan;
3. Writing basic communication briefs;
4. Strategically communicating business information; and
5. Exhibiting awareness of global and ethical issues and trends related to marketing communications.

Course Materials & Resources

Required Readings:

- **Text Chapters:** Parente and Strausbaugh-Hutchinson (2015), *Advertising Campaign Strategy: A Guide to Marketing Communication Plans*, 5th Edition, Cengage Learning.

Note: You will be assigned only three chapters: Chapters 3, 8, and 9. To download these chapters, please go to: <http://www.cengagebrain.com/shop/isbn/9781133434801>. The option for eChapters is available on the right hand navigation bar. Choose the chapters (\$17.99 each), add to cart, and get immediate access. If you would like to have the printed copy, you can print the chapter two times.

- **Readings:** See course schedule.

Suggested Readings: Current periodicals and blogs, such as *The Wall Street Journal*, *Advertising Age*, *Fast Company*, www.emarketer.com, www.blog.hubspot.com/marketing, www.marketingcommunicationsblog.com, etc.

Assignments and Grading

	Percent	Points
INDIVIDUAL WORK:		
Mid-term Exams (2)	30%	180 points
Final Exam (Take-Home)	5%	30 points
Professional Growth in Marcom (PGM) Project	10%	60 points
Paid, Owned, Earned (POE) Paper	5%	30 points
Class Preparation /Participation / Discussion & In-Class Assignments <ul style="list-style-type: none"> ○ What's Trending in Marcom (WTM)? (2) ○ Quizzes (3) ○ Readings ○ Guest Speakers (questions/attendance) ○ Etc. 	5%	30 points
“Getting to Know You” Forms		(- 5 points)
TEAM WORK:		
IMC Tools, Trends, & Challenges	5%	30 points
IMC Plan: <ol style="list-style-type: none"> 1) Team Agreement 2) Statement of Work 3) IMC Background Report (Sec. 1) 4) IMC Final Plan 5) IMC Plan with Edits 	25%	150 points
IMC Presentation	15%	90 points
Team Feedback (individual)	(-5%)	(-30 points)
TOTAL	100%	600 points

Exams: UNLESS PRIOR ARRANGEMENTS ARE MADE, A MISSED EXAM WILL BE GIVEN A ZERO SCORE. If it is absolutely necessary to miss an exam, a make-up exam will be scheduled which will consist of all short-answer questions. Contact the professor **prior** to the scheduled test time to arrange for a make-up exam. Students will not be allowed to take the in-class exam if they arrive late and other students have already completed their exams.

During the exam, you may not leave the room for any reason. Doing so results in the conclusion of that student's exam. Electronic dictionaries, cell phones, tablets, laptops, notes, or other assistive items are not allowed.

There will be three exams: two in-class midterm exams and a take-home final. Exams will consist of multiple-choice and short answer (not fill-in-the-blank) questions. The exams will cover textbook, lecture, and discussion material, including videos, guest speakers, and activities material. Exams will consist of multiple choice and short answer/essay questions. Specific details on these exams will be provided during class prior to each exam.

Professional Growth in Marcom (PGM) Project: This project gives you the coveted opportunity to focus on whatever marketing communication topic where you desire a deeper understanding. PGM topics are vast and how you approach learning about your chosen topic can be tailored to what you want to do. The PGM project will be introduced the first day of class. More information and the specific assignment and deliverables will be provided at that time.

Assignments, Class Participation/Discussion and In-Class Assignments: During the term, there will be many opportunities to engage in the class discussion. There are several assignments, class preparation activities, research opportunities, and readings for discussions that will be assigned during this term (see course schedule). In addition, I use this grading category to reflect your level of participation. Active class participation is expected! All reading assignments must be read before class. Please stay current with the readings and textbook materials.

- Out-of-class assignment information will be posted on Moodle. Due dates are included in the course schedule. Late papers will be deducted 10% if submitted within 24 hours of due date/time; after 24 hours, late papers will be graded for ½ credit.
- In-class participation will include attendance/learning reflections related to guest speakers and other class activities, as well as verbal and/or written participation in class discussions, projects, and activities. At times, out-of-class preparation (besides just doing the readings) will be required to participate in class. These short out-of-class activities will be assigned in class and posted with class slides on Moodle. If these assignments are submitted in class for credit, no late papers will be accepted.

“Getting to Know You” Forms: This form allows me to get to know you a little better. These forms will be handed out in class on the first day. Student ID Forms are due on September 7. These forms must be submitted on September 7 as they help me to create the project teams.

IMC Project: This team project will be a major focus of the course, with the idea being that the skills you learn over the term will give you the ability to independently generate a complete Integrated Marketing Communication (IMC) Plan for an organization. The overall IMC Project concept will be introduced on September 7; and, the guest client will present the project and background information on September 14.

The IMC Project assignment with due dates and grading criteria will be described in a separate document and posted on Moodle.

Final Comments on Grading: This is an upper division marketing course; and I have high expectations for you. Challenge yourself and your teammates to do the best possible.

The following scale is used to determine a letter grade for the individual and team work associated with this course. **Typically, I do not give extra credit assignments.**

GRADE	PERCENT
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Grades during the term and final grades will be posted on Moodle.

CLASS SCHEDULE – FALL 2017

[SUBJECT TO CHANGE]

WEEK	DATE	TOPIC	READINGS, ASSIGNMENTS, & ETC.
1	9/06	Course Overview Introduction to the Professional Growth in Marcom (PGM) project	
2	9/11	The IMC Landscape IMC Tools, Trends, & Challenges	In-Class: Meet & Greet What's Trending in Marcom (WTM) Assignment 1
	9/13	Communication Planning & Fall2017 IMC Project	DUE: Tools, Trends & Challenges (team) DUE: "Getting to Know You" Forms (individual - submit in class)
3	9/18	Know the Market, Product, & Competition WTM Discussion Statements of Work	Book Chapter. ACS - Chapter 3 [Quiz 1] DUE: WTM Assignment 1 (individual) IMC Team Assignments
	9/20	PROJECT OVERVIEW	DUE: PGM Project Proposals (individual)
4	9/25	Team Work Day	Team Time: Work on Team Agreements & Statements of Work
	9/27	Know the Audience Creative Briefs	Reading: Court, et al. (2009), "Consumer Decision Journey," <i>McKinsey Quarterly</i> , 3, 96-107. [Quiz 2] DUE: Team Agreements & Statements of Work (team) DUE: Questions for Brand Professionals
5	10/02	Visiting Brand Professionals: TBD	
	10/04	Visiting Brand Professionals: TBD	
6	10/09	IMC Objectives, Opportunities, & Strategy Evaluating Effectiveness Workshop: Brand including, Brand Identity Standards/Personality WTM Discussion Team Work Time [about 30 minutes]	Make an appointment to check in with PGM projects
	10/11		EXAM #1
7	10/16	Overview of the Communication Mix Paid, Owned, and Earned Media	Book Chapter. ACS - Chapter 8 WTM Assignment 2
	10/18	Workshop: Creativity & Messaging , including Storytelling and Advertising GUEST SPEAKER: TBD	
8	10/23	Team Work Day	
	10/25	Team Work Day	Be ready with questions and challenges DUE: Communication Analysis (Section 1 of IMC Plan) (in slide format)

9	10/30	Workshop: Media Planning and Buying GUEST SPEAKERS: TBD	<i>Book Chapter.</i> ACS - Chapter 9
	11/01	The Communication Mix, cont. SPIN selling	Reading: Kotler, et al. (2006), "Ending the War between Sales & Marketing," <i>Harvard Business Review</i> , July-August, 68-78. [Quiz 3] DUE: Paid, Owned, Earned Paper (individual)
10	11/06	Workshop: Professional Selling GUEST SPEAKER: TBD	
	11/ 08		EXAM #2
11	11/ 13	IMC Project Review/Questions	
	11/ 15	In-Class Presentation Planning	DUE: IMC Project
12	11/ 27	IMC Presentations	
	11/29	IMC Presentations	
13	12/04	Multichannel Marketing	Reading: TBD DUE: PGM Projects (individual)
	12/06	Team Feedback	IMC Projects returned for editing (during scheduled class time & office hours)
14	11/28	PGM Panels	
	12/ 5	PGM Panels	
15	12/ 7		
	12/11	Last Day of Class	DUE: Edited IMC Projects
FINALS	12/14-20		DUE: FINAL EXAM (BY 1:00PM)

Course Policies and Procedures [This is IMPORTANT to read!]

Class Preparation and Participation: You are expected to attend, be prepared, and participate in all class meetings! For each class I will expect you to have **read the assigned readings and completed assigned activities**. To meaningfully participate, you must be in attendance; if, under unavoidable circumstances you cannot attend class, I would appreciate it if you let me know. I will randomly take attendance during the term.

Due Dates: Assignments are due at the beginning of class on the date designated.

Communication: Moodle will be used for class information, materials, assignment details, other communication, and grades.

Notification of Course Cancellation: If I must cancel class for any reason, I will email the class, post an announcement on Moodle, and put a notice on the classroom door.

Email Expectations: According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM accounts. Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email. All email communications should be professional in tone and content.

Class Conduct: Coming to class late, leaving early, or going in/out of classroom are not professional behaviors – treat class sessions like business meetings! However, if, for unavoidable reasons, you are late or must leave early, please let me know and sit where you make the least disruption. The classroom is a place for respectful collaboration. Professional behavior is expected at all times. Students are expected to abide by the [SoBA Code of Professional Conduct](http://www.business.umt.edu/ethics/professional-conduct-code.php) (found online at <http://www.business.umt.edu/ethics/professional-conduct-code.php>). If at any time you are not displaying respectful behavior (e.g., unauthorized talking with a neighbor), you may be asked to leave. Do not use your cell phones for any purpose during class. Laptops and tablets may be used for class purposes ONLY!

Academic Integrity: All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” All students need to be familiar with the Student Conduct Code. It is the student’s responsibility to be familiar the [Student Conduct Code](http://www.umt.edu/vpsa/policies/student_conduct.php) (found online at http://www.umt.edu/vpsa/policies/student_conduct.php).

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations

that are considered academic misconduct is in the SoBA Professional Code of Conduct at <http://www.business.umt.edu/ethics/professional-conduct-code.php>. If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

Examples of behavior that constitute academic misconduct include but are not limited to: copying from another student, consulting unauthorized materials (any material not authorized by the instructor), possessing old exams, submitting online homework on behalf of another student, submitting electronic files copied from another student (even if modified), revealing exam content to a student who has not yet taken an exam, plagiarism, facilitating someone else's academic misconduct, and submitting false information (including lying to the instructor). If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

Disability Services for Students: Students with disabilities will receive reasonable modifications in this course. The student's responsibilities are to request them from me with sufficient advance notice and to be prepared to provide verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the Disability Services for Students website at <http://www.umt.edu/dss/>. I am happy to make accommodations to facilitate your learning.

Grievance Procedures: The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime *after* course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

SoBA Mission & Learning Goals

The **University of Montana's School of Business Administration** enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

A professional business education combined with solid grounding in the liberal arts and sciences prepares men and women to meet difficult challenges and to participate in the molding of the future.

As part of our assessment and assurance-of-learning standards, the School of Business Administration has adopted the following learning goals for our undergraduate students:

Learning Goal 1: SoBA graduates will possess fundamental business knowledge.

Learning Goal 2: SoBA graduates will be able to integrate business knowledge.

Learning Goal 3: SoBA graduates will be effective communicators.

Learning Goal 4: SoBA graduates will possess problem solving skills.

Learning Goal 5: SoBA graduates will have an ethical awareness.

Learning Goal 6: SoBA graduates will be proficient users of technology.

Learning Goal 7: SoBA graduates will understand the global business environment in which they operate.