



GEORGETOWN UNIVERSITY
School of Continuing Studies
Integrated Marketing Communications

Georgetown University, MPMC-602.01 | Spring 2017
MPMC-602: IMC Campaign Planning | Wednesday 5:20-7:50 p.m.
640 Mass Ave

Professor: Andrea Koslow

Office Hours: By appointment, via phone or in person. Also available for unscheduled questions or discussion via e-mail.

Course Description

In today's ever-fragmented media world, it's never been harder, or more important, to develop a strong, integrated brand strategy to connect with people. From soft drinks to computers to the presidential campaigns, managing a brand relationship with your audience is critical. In this class, students will learn how strategies are developed and explore how different communications disciplines can and should work together. You will learn the principles and practice of developing an integrated marketing communications campaign plan using the Georgetown model – a building block for success in MPS IMC and in your career. There will be an emphasis on thinking creatively and strategically about business problems, as well as the importance of humanity and intuition in a data-driven world.

Learning Objectives

By the end of this course, students will be able to:

1. Describe the core principles, elements, and benefits of an integrated marketing communications approach to campaigns.
2. Apply the Georgetown integrated marketing communications planning model in way that provides customized solutions to diverse communication challenges.
3. Construct creative, brand-consistent campaigns that leverage multiple communication disciplines and channels for greater impact
4. Analyze the strengths and weaknesses of existing campaigns and recommend solutions for improvement when necessary.
5. Write a strategic, portfolio-ready integrated marketing communications campaign plan to solve a communication challenge.

Teaching Philosophy

This course is designed to help you answer the question: How do I develop an effective and strategic integrated marketing communications plan? You will be asked to consider your decision making processes and think critically about how the Georgetown model/framework will shape and be shaped by your personal strengths and interests. Thus, the course requires your active participation commitment to becoming an effective strategist. While the course includes lectures, it is planned to be highly interactive. Discussing when and how the concepts and models apply play a large role in the learning process, so we encourage and expect significant classroom discussion.

Each week, you will build on your knowledge by grappling with a new topic, discussing the readings, and applying what you've learned/developed to practical activities and assignments.

The model/framework presented here is not the only method, rather it is a starting point for considering key questions and building integrated marketing solutions. At the close of this course you will be confident in your strategic planning skills and have a framework to effectively respond to business and communications challenges with professionalism and creativity.

Attendance

In-class discussion and practice are essential to mastering the content of this course. Students are expected to attend every class and arrive on time. If you are detained from attending a class or arriving before it begins, you are responsible for notifying me via email prior to the start of class. Missing more than two classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences from classes will cause a reduction in the class participation grade, and more than 2 absences will result in further reduction of the final grade. If you are absent for more than four classes, you will be in danger of failing this course.

If you encounter any special circumstances at any point in the semester, it is imperative that you discuss them with me immediately. My contact information is located at the beginning of this syllabus. If at any point you are experiencing an academic difficulty or life circumstance please let me know early in the challenge so we can identify a solution.

Assignment Work Submitted/Presented

Please include your name, course number, the assignment title, page numbers and the date on all written submissions. Bring a hard copy of your assignment to class the night it is due, unless instructed otherwise. Electronic copies of assignments must be emailed to the instructor prior to the start of class as well.

In all that you do, remember that grammar, spelling and style are important to your ability to be a strategic and effective communicator, including your Blackboard Discussion postings. Please refer to the recommended reading section for additional resources. We will discuss grading criteria for all major assignments prior to the assignment due date so we have a common understanding of expectations.

Work is due at the beginning of class on the assigned date. Late work will be dropped one half a grade for each day it is late (for example, an A will shift to a A-). If you are not present for an in class activity, no makeup will be given, except in cases of documented emergencies. If you have extenuating circumstances or need special accommodations, please see me before the due date, and I will do my best to accommodate you.

Course and Classroom Policies

- Please silence your cell phones and remove them from your desk and view. Please do not check websites related to other topics while in class.
- Incomplete grades will not be offered, except in the most exceptional, unforeseeable circumstances. Job requirements do not qualify.
- You are responsible for classroom information and instructions, whether you are present in class or not. If you must miss a class, it is your responsibility to make arrangements to obtain class notes. All class PowerPoint slides and non-textbook readings will be posted on Blackboard.
- Ask questions during class. Chances are if you're wondering about something, at least one of your colleagues will be also. Always feel empowered to raise your hand and voice your question. Use each question as an opportunity to apply what we are learning about critical thinking and presentation skills.

Required Readings

The resources for this course include articles, in class lectures, guest speakers and one key textbook. The readings are chosen to give you a solid foundation for understanding and internalizing the Georgetown campaign planning framework and opportunities to apply the model.

Textbook:

Lawrence Ang. (2014). *Principles of Integrated Marketing Communications*. Cambridge University Press. ISBN: 978-1107649187 (print = \$119.75; digital = \$88.00)

It is available as an electronic download or a physical book. The physical book is available via the Georgetown bookstore. Current Amazon Prices: \$103.80 book; \$55.98 Kindle (prices may vary by bookseller).

All articles listed on the course schedule will be distributed in advance, via the class Blackboard site.

There may be occasional readings not included in the initial syllabus that will be provided later in the semester to leverage current events.

Library Resources for MPMC-602

<http://guides.library.georgetown.edu/researchcourseguides>

<http://guides.library.georgetown.edu/MPMC>

Georgetown University Writing Center:

Please contact the Writing Center for support in preparing your written assignments. The Writing Center staff can be reached in Lauinger Library, 217A or at 202-687-4246 or <http://writingcenter.georgetown.edu/>.

Academic Resource Center

If you believe you have a disability, please contact the Academic Resource Center (Leavey Center, Suite 335; 202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the start of classes to allow their office time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

University Resources

Georgetown offers a variety of support systems for students that can be accessed on main campus or at the downtown location:

- Counseling and Psychiatric Services
202-687-6985
<http://caps.georgetown.edu/>
- Institutional Diversity, Equity & Affirmative Action (IDEAA)
(202) 687-4798
<https://ideaa.georgetown.edu/>

Students With Disabilities Policy

Students with documented disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Students with disabilities should contact the Academic Resource Center (202-687-8354; arc@georgetown.edu; <http://ldss.georgetown.edu/index.cfm>) before the

start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. If accommodations are recommended, you will be given a letter from ARC to share with your professors. You are personally responsible for completing this process officially and in a timely manner. Neither accommodations nor exceptions to policies can be permitted to students who have not completed this process in advance.

Ethics Statement

As signatories to the Georgetown University Honor Pledge, and indeed as good scholars and citizens you are expected to uphold academic honesty in all aspects of this course. You are expected to be familiar with the letter and spirit of the Standards of Conduct outlined in the Georgetown Honor System and on the Honor Council website. As faculty, I too am obligated to uphold the Honor System and report all suspected cases of academic dishonesty. For more information, please visit:

<http://gervaseprograms.georgetown.edu/he/index/html>.

Georgetown Honor System

All students are expected to maintain the highest standards of academic and personal integrity in pursuit of their education at Georgetown. Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to, failure of the course, termination from the program, and revocation of degrees already conferred. All students are held to the Honor Code. The Honor Code pledge follows:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: to be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

Stealing someone else's work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another." More guidance is available through the Gervase Programs at <http://gervaseprograms.georgetown.edu/honor/system/53377.html>. If you have any doubts about plagiarism, paraphrasing and the need to credit, check out <http://www.plagiarism.org>.

We will use "The Chicago Manual of Style" method of document formatting and citation in this class. The full manual can be found here: <https://owl.english.purdue.edu/owl/resource/717/01/>.

Grading

Blackboard Posts:	50 points	A:	259 – 275 points
Class discussion:	45 points	A-:	248 – 258 points
Creative Brief:	30 points	B+:	242 – 247 points
Final Plan Outline:	50 points	B:	231 – 241 points
Final Plan:	100 points	B-:	220 – 230 points
Total:	275 points	C:	193 – 219 points
		F:	192 points and below

Graduate course grades include A, A-, B+, B, B-, C, and F. There are no grades of C+, C-, or D.

The instructor will provide a warning by mid-semester to any student who appears to be on track for a poor final grade.

Assignments

You are expected to submit work on time and of high quality by or at the beginning of the class it is due. Please refer to the course schedule and plan your timetable for completing assignments in advance. I encourage you to actively ask questions prior to submitting any assignment. As long as you submit your assignments for review (with a specific question in mind) at least three business days before the assignment is due, I would be happy to review your specific question and discuss it with you. Feedback on all final assignments will be provided in a timely manner; no more than 2 weeks after the assignment was turned in. I will always be available to discuss feedback on assignments. All grading criteria, including page length and essential content, will be distributed in advance and discussed in class.

Online Blackboard Discussion Posts – 50 points

As noted in the schedule, you will be responsible for 5 posts focused on the class topic section of your outline for your final plan. Each post is due the Sunday at 5pm after the weekly class concluding. For example, you could create posts including the following: the information you need to research for that section of your final plan, the associated points in your readings that support how you will approach that topic in the outline, how you will incorporate the class topic into your final plan or questions you have about the topic discussed in class that will help you develop that section of the outline and final plan. I will respond to each posts to give feedback on the direction you are taking for that section. Posts should be no fewer than 300 words. You are allowed to post in response to a classmate's post as long as you do not have duplicative reflections.

Class Discussion and Exercises – 45 points

Success in this class is dependent on active participation in discussion. Our goal is not to memorize and conform strictly to the Georgetown planning model, rather we want to understand and internalize the framework to guide our critical thinking and creative, strategic planning. Be prepared to discuss the assigned reading in class. We may not specifically go over every reading in class; however, it is expected that you understand the content you read or ask questions if the concepts are not clear. Everyone in the course will be positively graded each time you are present in class and contribute positively to the class discussion; an average of class participation scores for each class will determine your final class participation grade. I expect you to be considerate and respectful of others' ideas, words and efforts. I especially value contributions to our discussions that:

- Show clear understanding of the readings and subject at hand
- Apply a framework or criteria for analyzing a topic
- Help make connections among ideas, readings, or experiences we discuss

Creative Brief – 30 points

You will be split into teams of and will be responsible for developing a creative brief based on a case study provided to you in class. A creative brief template will be provided to you on Canvas.

The purpose of this assignment is to give you practice writing a creative brief that would be used to kick off the development of creative assets and media plan needed for an integrated marketing campaign. This assignment will also help you understand how to think about the elements needed to guide creative and media teams in producing strategic work on your, the marketing manager's, behalf.

Plan Outline – 50 points

In preparation for the final plan, students will complete a 3-6 page integrated marketing communications plan outline. You will develop the outline based on the RFP/Case Study you select at the beginning of the semester. You will be provided with a grading rubric and specific questions to direct you in completing this assignment. In this assignment you will use short paragraphs, bulleted lists, and

response sections to convey your insights, considerations and strategic thinking about your final plan. You will also submit at least 5 of your references you will use in the final plan.

Final Plan – 100 points

Your final assignment will be to write a 15-20 (max) page, portfolio-ready strategic integrated marketing communications plan using the framework you learned throughout the semester. You will receive detailed grading criteria prior to the assignment due date, so you know exactly what to include and how each element will be graded. The plans **must** be based on the RFP/Case Study you select at the beginning of the semester, and be written based on the plan outline assignment you complete earlier in the semester. You must have at least 10 references but no more than 20.

Course Schedule

Wednesdays (15 meetings) **5:20-7:50 p.m.**

January: 18, 25

February: 1, 8, 15, 22

March: 1, 15, 22, 29

April: 5, 12, 19, 26

May: 10

Note: No class sessions on March 8, May 3

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Class	Lesson Topic and Assignment Due	In Class Work	Assignment for Next Week's Class
Week 1 January 18	-Course Overview and Introductions -Overview of Integrated Marketing Communications and the Process	-Student background form	READING: -Chapter 1 of Principles of Integrated Marketing -It's Raining Marketing: The Importance of Integrated Marketing Communications -The Ultimate Marketing Machine
Week 2 January 25	-Key Elements of a Campaign Plan -Overview of Outline and Final Assignment (RFPs) -Review Library Tools and Resources	-Choose RFP for final project	READING: -Forbes Steps To Identify Your Target Market -Ad Age: How Brands Can Use Empathy to Connect With Millennial Moms - Ads with Impact; What message themes speak loudest to consumers? -Review Target Profile Samples on Blackboard
Week 3 February 1	-Target audience profiles and segments - ASSIGNMENT: Blackboard Posting due Sunday after class by 5pm outlining your planned Target Audience	-Target Audience Small Group Exercise	READING -Tips on Developing Consumer Insights -Got Milk Case History -Read Chapter 2 of Principles of Integrated Marketing

<p>Week 4 February 8</p> <p>-Consumer Insights</p>		<p>READING: -Creating a Successful Marketing Strategy</p> <p>-Understanding Goals, Strategy, Objectives and Tactics in the age of Social</p> <p>-How to Set Marketing Goals Based on Business goals</p> <p>-Disney Proves that Profitable Marketing is About Brand Stories</p> <p>-The Difference Between Marketing Objectives and Marketing Goals</p>
<p>Week 5 February 15</p> <p>-Building Campaign Goals and Objectives</p> <p>-ASSIGNMENT: Blackboard Posting due Sunday after class by 5pm on consumer insights/goals/objectives</p>	<p>-Work on your final assignment campaign goals and objectives section of outline with partner</p>	<p>READING: -Chapter 12 of Principles of Integrated Marketing</p>
<p>Week 6 February 22</p> <p>-Building a test plan, Project Planning, Building a campaign calendar</p>	<p>-Work on your final assignment campaign test plan and campaign calendar section of outline with partner</p>	
<p>Week 7 March 1</p> <p>-BRING OUTLINE DRAFT TO CLASS</p>	<p>-Share first draft of outline with partner</p>	<p>READING: -Costco Val Prop Article</p> <p>-Chapter 3 of Principles of Integrated Marketing</p> <p>-Forrester Don't Let Muddled Messaging Compromise Customer Experience</p> <p>-Why a Brand Matters</p> <p>-Value Proposition vs Positioning Statements</p>
<p>Week 8 March 15</p> <p>-ASSIGNMENT DUE: IMC Campaign Plan Outline</p> <p>-What is a brand and why is it important;</p> <p>-Value Prop, Positioning, Messages</p> <p>-ASSIGNMENT: Blackboard Posting due Sunday after class by 5pm outlining your test agenda, research and value proposition</p>		<p>READING: -Chapter 6 and 7 of Principles of Integrated Marketing</p> <p>-The Brand Brief Behind Nike's Just Do It Campaign</p>
<p>Week 9 March 22</p> <p>-Creative Development</p> <p>-Anatomy of a Creative Brief</p> <p>-Overview of Creative Brief assignment</p>	<p>-Group Creative Brief exercise</p>	<p>READING: -13 Questions to Help You Write a Compelling Creative Brief</p> <p>-The Importance of the</p>

		<p>Creative Brief</p> <ul style="list-style-type: none"> -Writing a Creative Brief that inspires -The Creative Brief and the Client's role in it -Creative brief examples
<p>Week 10 March 29</p>	<ul style="list-style-type: none"> -Review Example Creative Briefs and discuss -Q/A on Creative Briefs 	<ul style="list-style-type: none"> -Work on Group Creative Brief in groups
<p>Week 11 April 5</p>	<ul style="list-style-type: none"> -ASSIGNMENT DUE: Creative Brief -Media Buying and Planning, budget development and campaign evaluation 	<ul style="list-style-type: none"> -Class exercise on media planning
<p>Week 12 April 12</p>	<ul style="list-style-type: none"> -Media and budget development and campaign evaluation continued -ASSIGNMENT: Blackboard Posting due Sunday after class by 5pm outlining your approach to selecting media for your final assignment 	<ul style="list-style-type: none"> -Class exercise on campaign evaluation
<p>Week 13 April 19</p>	<ul style="list-style-type: none"> -Social and Content Marketing -Event Marketing, Promotions -ASSIGNMENT: Blackboard Posting due Sunday after class by 5pm outlining your budget and campaign evaluation approach for your final assignment 	<ul style="list-style-type: none"> -Class exercise on campaign evaluation
<p>Week 14 April 26</p>	<ul style="list-style-type: none"> -The Media Mix, Earned Owned & Paid Media 	<ul style="list-style-type: none"> -Class exercise on campaign evaluation
<p>Week 15 May 10</p>	<ul style="list-style-type: none"> -ASSIGNMENT DUE: INTEGRATED MARKETING COMMUNICATIONS PLANS DUE AT BEGINNING OF CLASS -Discussion on executive presentations and reflection on semester 	<ul style="list-style-type: none"> -Class exercise on campaign evaluation

SYLLABUS MODIFICATION

The syllabus may change to accommodate discussion of emerging topics. Also, the schedules of guest speakers may require some shifting of the agenda. The instructor will make every effort to provide as much advance notice as possible for any alterations.