Georgetown University, MPMC-602 | Fall 2015
MPMC-602: IMC Campaign Planning | Wednesdays 5:20 – 7:50 pm
640 Mass Ave | Room: C126

Professor: Shannon Finberg

Office Hours: By appointment only. Available for questions or discussion via e-mail and phone. Will make every attempt to respond within 48 hours.

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 election 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 a 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 some 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 three classes will result in a final grade reduction of one level (for example, an A will be converted to an A-). Absences from classes, beyond the initial three, will result in further reduction of the final grade. If you are absent for more than five 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 posted on Blackboard 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 Group 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 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:
ISBN: 9781107703445 (print = $119.75; digital = $88.00)
You can purchase your book at the SCS bookstore (floor1) or order it online through their website. The following link provides information about the bookstore: [http://scs.georgetown.edu/about-scs/campus-life/services/](http://scs.georgetown.edu/about-scs/campus-life/services/)

It is available as an electronic download or a physical book. The physical book is available via the Georgetown bookstore. Current Amazon Prices: $91.27 book; $69.08 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/researchcourseguides)
[http://guides.library.georgetown.edu/MPMC](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/](http://writingcenter.georgetown.edu/).

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](http://gervaseprograms.georgetown.edu.he/index/html).

Georgetown University Honor Pledge
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.

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](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.
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.

Grading

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Blackboard Posts:</td>
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<td>Class discussion:</td>
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<td>Creative Brief:</td>
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<td>Final Plan Outline:</td>
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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.

**Weekly Readings and Online Blackboard Discussion Posts – 35 points**
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. As noted in the schedule, you will be responsible for 7 postings about the weekly reading and/or class discussion within 48 hours of the weekly class concluding. For example, you could create posts including the following: a summary of a concept we discussed in class or in the reading that helped further your understanding of strategy; a reflection on the planning process as it relates to your final assignment; news or campaign examples and your analysis of their intentions of the concept discussed that week; or questions regarding a planning topic with which you are grappling. Posts should be no fewer than 250 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 – 40 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. 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 – 50 points**
You will be split into teams of 2-3 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 Blackboard.

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 4-8 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**
Note: Additional readings may be added and guest speakers may change due to scheduling conflicts

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<th>MPMC-602 IMC Campaign Planning</th>
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<tr>
<td><strong>Class</strong></td>
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<tr>
<td>Week 1 - Sept 9, 2015</td>
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<td>Week 2 - Sept 16</td>
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| Week 3 - Sept 23 | - Discuss the campaign examples you found  
|                  | - Target audience profiles and segments  
|                  | - Guest Speaker on IMC Library Resources – Jessica Vanderhoff  
|                  | - Assignment: Blackboard Posting due 48 hours after class concludes  
|                  | - Target Audience Small Group Exercise  
|                  | - Work on defining your target audience for your final assignment and plan outline  
|                  | - Read Chapter 2 of Principles of Integrated Marketing  
| Week 4 - Sept 30 | - Consumer Insights and Research Methodologies  
|                  | - Guest Speaker on Consumer Insights and Research - Melanie Bernstein  
|                  | - Q&A on Final Assignment  
|                  | - Assignment: Blackboard Posting due 48 hours after class concludes  
|                  | - Small Group Exercise around research methodologies  
|                  | - Read Forrester Brand Experience Redefines Brand Management  
|                  | - Come to class with your favorite brand and a few examples of their ads (i.e. TV, radio, print ad, digital ad, website) and think about what you think the goals/objectives are of the campaign  
| Week 5 - Oct 7   | - Building Campaign Goals and Objectives  
|                  | - What is a brand and why is it important  
|                  | - Work on your final assignment campaign goals and objectives and outline  
|                  | - Read Costco Val Prop Article and Read Chapter 3 of Principles of Integrated Marketing  
|                  | - Blackboard Posting due 48 hours after class concludes  
| Week 6 - Oct 14  | - Val Prop, Positioning, Messages  
|                  | - Assignment Due: IMC Campaign Plan Outline  
|                  | - Assignment: Blackboard Posting due 48 hours after class concludes  
|                  | - Group Exercise on Positioning  
|                  | - Time to work on val prop, positioning and messaging portion of your final assignment  
|                  | - Read Chapter 6 of Principles of Integrated Marketing  
|                  | - Find a creative campaign you feel targeted a specific audience and had a strong offer and bring it to the next class  

| Week 7 - Oct 21 | -Creative Development  
-Anatomy of a Creative Brief | -Hand out Assignment on Creative Brief  
-Work on assignment in small groups | -Read chapter 4 and 5 of Principles of Integrated Marketing |
|----------------|---------------------------------|---------------------------------|--------------------------------------------------|
| Week 8 - Oct 28 | -Media Channels  
-Media Planning and Buying Budget  
-GUEST SPEAKER ON MEDIA CHANNELS - Susan Tonetti | -Work on Group Creative Brief in groups | -Read chapter 8,9 and 11 of Principles of Integrated Marketing;  
-Creative Brief Due Next Class |
| Week 9 - Nov 4 | -Social and Viral, Promotions, Events, PR and other tactics to consider  
-GUEST SPEAKER ON SOCIAL/CONTENT/PROMOTION - Raegan Dearie  
-ASSIGNMENT DUE: Creative Brief  
-ASSIGNMENT: Blackboard Posting due 48 hours after class concludes | -Time to work on plan | -Read chapter 12 of Principles of Integrated Marketing |
| Week 10 - Nov 11 | -Building a test plan  
-Project Planning  
-Building a campaign calendar  
-ASSIGNMENT: Blackboard Posting due 48 hours after class concludes | -Small Group Exercise around building a test plan | -Read chapter 13 of Principles of Integrated Marketing |
| Week 11 - Nov 18 | -Campaign Evaluation  
-What makes a great campaign  
-ASSIGNMENT: Blackboard Posting due 48 hours after class concludes | -Small Group Exercise around what makes a great campaign and campaign evaluation |
| Week 12 - Nov 25 | -Corporate Marketing Department Organizations and Positions within them that help develop IMC plans  
-GUEST SPEAKER: Q&A Session with Chuck Sullivan, CMO at K12  
-Putting together an executive ready PowerPoint presentation | -Time to work on plan  
-Read 5 presentation tips from TED’s executive producer  
-Read Steve Jobs and the Six-Minute Presentation |
| Week 13 - Dec 2 | -Working with an ad agency, positions within an agency on and IMC plan  
-GUEST SPEAKER ON AD AGENCIES - Madeline Sanchez  
-Q&A Time on Final Assignment | -Time to work on plan |
| Week 14 - Dec 9 | -INTEGRATED MARKETING COMMUNICATIONS PLANS DUE AT BEGINNING OF CLASS  
-Individual presentations highlighting their plans (10-12 mins per student) | -It’s Raining Marketing: The Importance of Integrated Marketing Communications |
| Week 15 - Dec 16 | -Individual presentations highlighting their plans (10-12 mins per student)  
-Closing Remarks | |

**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 instructors will make every effort to provide as much advance notice as possible for any alterations.