



GEORGETOWN UNIVERSITY  
School of Continuing Studies  
Integrated Marketing Communications

**Georgetown University, MPS IMC | Spring 2017**

## **MPMC-703: In Search of the Big Idea**

**Class Meets:** Thursday, 8 -10:30PM

**Class Location:** 640 Mass Ave Washington, DC 20001

**Professor:** Clay Black

**Office Hours:** Arranged by appointment.

### **COURSE DESCRIPTION**

The search for the "Big Idea" is part of advertising legend. But how relevant is this quest in a time of data-driven decision making? And how does this play out across today's noisy media landscape? In this course, students will learn the communication building blocks of strategy, insights and ideas. Starting with research-based insights that lead to a strategy, students will have the opportunity to flex their creative muscles to generate "big ideas." At the end of the class, students will gain experience in balancing creativity with strategy in ways that will move audiences.

### **LEARNING OBJECTIVES**

Recognize the differences between an insight, a strategy and an idea as related to an integrated marketing campaign.

Demonstrate creative thinking, rather than critical thinking, in solving problems, identifying opportunities and generating ideas.

Use idea generation techniques to create an Integrated Marketing campaign from strategic brief through idea presentation.

Evaluate existing integrated marketing campaigns and break them down to key components: Business Problem, Audience Insight, Strategy and Big Idea.

### **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, beyond the initial two, 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.

### **COURSE POLICIES**

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.

Required readings are to be completed in advance of the class they are listed for. Be prepared to

discuss the readings during each week's class. You may be called upon to provide analysis at any time, and lack of preparation will negatively affect your participation scores. I will not offer incomplete grades, except in the most exceptional, unforeseeable circumstances. Job requirements do not qualify.

### **CLASSROOM GUIDELINES**

- The success of this class depends on the active engagement of all students. Class discussions should be respectful and considerate of others' views and opinions.
- You will be expected to silence your cell phones and not check websites related to other topics while in class. We have much to cover, and your attention will be both required and appreciated. If you are inclined to check email, texts, or correspond on social media frequently, please wait until a break in the class.
- 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.

### **WORK SUBMITTED**

- Please include your name, course number, the assignment title, page numbers and the date on all written submissions.
- Please bring a hard copy (on paper) of your assignments to class and email me an electronic copy (at [cb1410@georgetown.edu](mailto:cb1410@georgetown.edu)).
- 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 an 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.

### **REQUIRED READINGS**

The resources for this course include articles, book excerpts, case studies, multimedia, and four key books. The readings are chosen to give you a solid foundation for understanding and internalizing the coursework. You are required to purchase the following 4 books:

McFarlane, N. (2016) *Hunting the Killer Idea* (1st ed.) Great Britain: Carpet Bombing Culture.  
ISBN: 9781908211347 | \$24.95

Felton, G. (2013) *Advertising Concept and Copy* (3rd ed.) New York, New York: W.W. Norton & Company.  
ISBN: 9780393733860 | \$65.00

Sullivan, L. (2016) *Hey Whipple, Squeeze This!* (5th ed.) Hoboken, New Jersey: John Wiley & Sons, Inc.  
ISBN: 9781119164005 | \$25.00

von Oech, R. (1986) A Kick in the Seat of the Pants New York, New York: Harper & Row, Publishers, Inc. ISBN: 0060960248 | \$16.00

All additional articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance, via the class Canvas group. Readings not included in the initial syllabus will be provided later in the semester, so we can review real-time cases and current events.

### **LIBRARY RESOURCES FOR MPMC**

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

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

### **ASSIGNMENTS**

You are expected to submit work on time and of high quality. 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. All grading criteria, including essential content, will be distributed in advance and discussed in class.

#### *I. Class Participation (25 pts) (12.5% of grade)*

Students are expected to complete the weekly readings and participate in our weekly discussions. This is not a lecture class but one that relies on your active participation. 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

#### *II. Creative Thinkers Interview (25pts) (12.5% of grade)*

Each student will be asked to interview a person from a creative field or pursuit. Not limited to marketing/advertising/PR folks, students are free to choose from the visual arts, performing arts, culinary, music and writing worlds as well. The goal is to identify the individual's creative process and and compare to the methods and tools from our readings and discussions. Interview questions, responses and key takeaways will be written and shared in class.

#### *III. Creative Brief Assignment (25pts) (12.5% of grade)*

Students will be assigned a client and business problem. Using research and audience insights, they will devise a strategy and inspired creative brief. We will share the briefs in class and explore if/how the briefs can lead us to Big Idea thinking.

#### *IV. The Big Campaign (75 pts) (37.5% of grade)*

Working in teams, students will combine a deep audience knowledge, insight driven strategies and inspiring briefs first. Then using creative thinking skills, they will concept an Integrated Marketing Campaign. Over the course of several weeks, students will build out client ready presentations and pitch them in our final class.

V. Campaign Analysis In-Class Exercise (50 pts) (25% of grade)

Students will be shown an integrated marketing campaign. Based on what they have learned in this course, they will write an analysis identifying business problem, target audience, insight, strategy, and big creative idea. Lastly, they will make a case for or against the campaign's potential effectiveness.

## GRADING

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

Your course grade will be based on the following:

<b>Class Participation</b>	<b>25 pts</b>
<b>Creative Thinkers Interviews</b>	<b>25 pts</b>
<b>Creative Brief Assignment</b>	<b>25 pts</b>
<b>Big Campaign</b>	<b>75 pts</b>
<b><u>Campaign Analysis In-Class Exercise</u></b>	<b><u>50 pts</u></b>
<b>Total</b>	<b>200 pts</b>

### Grading Metrics:

Students will have the opportunity to earn a **total of 200 points** this semester. Below is the grading scale that will be used when converting the total percentage of points earned in the class to a letter grade:

### Grading Scale:

<b>A</b>	<b>100 - 93</b>
<b>A-</b>	<b>92 - 90</b>
<b>B+</b>	<b>89 - 88</b>
<b>B</b>	<b>87 - 83</b>
<b>B-</b>	<b>82 - 80</b>
<b>C</b>	<b>79 - 70</b>
<b>F</b>	<b>69 and below</b>

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

## UNIVERSITY RESOURCES

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

- MPS Writing Resource Program  
202-687-4246

<http://writingcenter.georgetown.edu/>

- Academic Resource Center  
202-687-8354 | [arc@georgetown.edu](mailto:arc@georgetown.edu)  
<http://ldss.georgetown.edu/>
- 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](mailto: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.

### **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>.

### **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.

DATE/ CLASS AGENDA	READINGS/ASSIGNMENTS FOR CLASS
<p>Class 1 Jan. 12</p> <p>Course Overview Discussion: What is the Big Idea? Creative Thinking vs Critical Thinking Creative Warm Up Video: TEDTalk “Where good ideas come from”, Steven Johnson “Surprising Habits of Original Thinkers”, Adam Grant</p> <p>*Creative Thinking Interviews Assigned</p>	<p><b>To share in next class: Identify a great Advertising/IMC Campaign (past or current)</b></p>
<p>Class 2 Jan. 19</p> <p>Creative Warm Up Discussion: <b><i>Six Hat Thinking</i></b> Discussion: Great campaigns (Chipotle, The Scarecrow,) (Dove Real Beauty) (TBD) Video: TedTalk, “How Christmas Lights Helped Guerillas Put Down Guns”, Jose Miguel Sokoloff</p> <p>*How to Approach Creative Thinkers Interview Assignment</p>	<p><b>Read for this class:</b></p> <p><b><i>Six Thinking Hats, De Bono, pg 1-87</i></b></p>

<p>Class 3 Jan. 26</p> <p>Creative Warm Up Brainstorm Exercise Using <b>Six Hat Thinking</b> Approach Discussion: Failing is Good Video: TEDTalk , “On Being Wrong”, Kathryn Schultz</p> <p>TEDTalk, “Taking Imagination Seriously”, Janet Echelman</p>	<p><b>Read for this class:</b></p> <p><b><i>Six Thinking Hats</i>, De Bono, pg 89-172</b></p> <p><b>Assignment Due this Class:</b></p> <p><b>Creative Thinkers Interview</b></p>
<p>Class 4 Feb. 2</p> <p>Creative Warm Up Discussion: Clients and Agencies Typical relationship <a href="https://www.youtube.com/watch?v=f2bJfclHsLw">https://www.youtube.com/watch?v=f2bJfclHsLw</a></p> <p>Film: “<i>Art and Copy</i>”</p>	<p><b>Read for this class:</b></p> <p><b><i>Hey Whipple, Squeeze This</i>, Sullivan pp. 1-77</b></p>
<p>Class 5 Feb. 9</p> <p>Creative Warm Up The Creative Brief Tough Audiences and Power of Insights Video: TEDTalk, “The Tribes We Lead”, Seth Godin Guest Speaker: Kate Atkisson, Director of Strategic Planning, Zeno Group *Discuss Creative Brief Assignment</p>	<p><b>Read for this class:</b></p> <p><b><i>Advertising Concept and Copy</i>, George Felton, Chapt. 1-6</b></p>

<p>Class 6 Feb. 16</p> <p>Creative Warm Up Discussion: Earned, Owned, Shared and Paid Guest Speaker: Laura Gentles, EVP, Director of Consumer, Edelman Video: Best of the Best Cannes Lions 2016 Titanium and Integrated Winners Reel</p>	<p><b>Read for this class:</b></p> <p><b>“Why Pay for Attention When You Can Earn It”, (Chapter 12, Sullivan)</b></p> <p><b>“Social Media is the New Creative Playground”, (Chapter 13, Sullivan)</b></p> <p><b>Assignment Due this class: Creative Brief (client + business issue provided)</b></p>
<p>Class 7 Feb. 23</p> <p>Discussion: What’s Trending Now? Video: TedTalk, “How to Get Your Ideas to Spread”, Seth Godin Recap from von Oech: Explorer, Artist, Judge Warrior Concepting Exercise Video: Cannes Lions 2016 Titanium and Integrated Winners Reel</p>	<p><b>Read for this class:</b></p> <p><b><i>A Kick in the Seat of the Pants</i>, von Oech (pp 1-145)</b></p>
<p>Class 8 March 2</p> <p>Reactions to reading Discussion: Content is <i>still</i> Storytelling Concepting Exercises 2</p>	<p><b>Read for this Class:</b></p> <p><b>“The Virtues of Simplicity” (Chapter 6, Sullivan)</b></p> <p><b>“Digital Isn’t a Medium, It’s a Way of Life” (Chapter10, Sullivan)</b></p>
<p>Class 9 March 16</p> <p>Discussion: Brands, Brands and Brands Guest Speaker: Geoffrey Lysaught, Head of Planning, Edelman DC  Video: TEDTalk, “How Great Leaders Inspire Action”,</p>	<p><b>Read for this class:</b></p> <p><b><i>Advertising Concept and Copy</i>, George Felton, (Chapt. 7-14)</b></p>



<p>Simon Senek</p> <p>Video: TEDTalk, “The Greatest TEDtalk Ever Sold”, Morgan Spurlock</p>	
<p>Class 10 March 23</p> <p>Discussion: Today’s Media Landscape / The Power of Social Media Guest Speaker: Jeff Caporizzo, SVP Group Creative Director, Digital. Edelman, DC Video: TBD The Big Campaign Kick Off</p>	<p><b>Read for this class:</b></p> <p><b>“Stupid, Rong, Naughty and Viral” (Chapter 7, Sullivan)</b></p> <p><b>and</b></p> <p><b>“Social Media is the New Creative Playground”, (Chapter 13, Sullivan)</b></p>
<p>Class 11 March 30</p> <p>Discussion: Presenting: Developing your Inner Don Draper Guest Speaker: TBD Video: (<b>Mad Men</b> clips on presentation genius) In Class: Review/Revise your Creative Briefs</p>	<p><b>ASSIGNMENT DUE:</b></p> <p><b>Creative Brief (to include Business Problem, Audience Profile, Strategy)</b></p>
<p>Class 12 April 6</p> <p>Creative Check-In Round 1 Get Creative Direction and In-Class Workshop Guest Speaker: Jesse Ditmar, Photographer</p>	<p><b>DUE:</b></p> <p><b>Big Campaign Creative Concepts</b></p>
<p>Class 13 April 20</p> <p>Creative Check-in Round 2 Get Creative Direction and In-Class Workshop</p>	<p><b>DUE:</b></p> <p><b>Big Campaign Creative Concepts (round 2)</b></p>

<p>Class 14 April 27</p> <p>Production 101: Bringing the Idea To Life Guest Speaker: Kathy O’Neill, Director Video Production, Edelman DC Creative Execution Fine Tuning</p>	<p><b>DUE:</b></p> <p><b>Big Campaign Creative Executions</b></p>
<p>Class 15 May 11</p> <p>FINALE CREATIVE PRESENTATIONS!!!!</p> <p>Campaign Evaluation Exercise</p> <p>Goodbyes</p>	<p><b>DUE:</b></p> <p><b>Big Campaign Creative Finale Execution Presentations</b></p>