Georgetown University, MPS IMC| Summer, 2017

MPMC-704-01: Content Strategy

Class Meets: Wednesdays, 5:15pm – 8:15pm
Class Location: 640 Mass. Ave., Washington, DC 20001

Professor: Franklin Parrish
Office Hours: 4:00pm—5:00pm Wednesdays

COURSE DESCRIPTION

The relationship between brand and consumer has changed. Marketing communications has become less about paid advertising and more about providing value-added content to attract and retain customers. Thanks to social media, the consumer has more access to information and more power to choose brands that align to their values as well as provide a material benefit. As a result of this new landscape, brands must be able to engage in conversations on topics that engage their audiences and use content as a vehicle to deepen those relationships.

New digital channels expand the opportunity to engage and persuade audiences, but also create the need for large amounts of new content that aligns with and reinforces what the brand stands for. Students in this course will learn to create a coherent content strategy that reflects a deep understanding of audience values and the brand story. They will also learn how to create a cross-channel content plan and build a portfolio of content samples for Web stories, social media, email newsletters, and other channels.

LEARNING OBJECTIVES

- Construct a brand story from a deep understanding of value propositions.
- Craft personas based on audience demographics, psychographics, behaviors, and values that affect content preference and consumption.
- Explain brand storytelling in the digital space.
- Identify the key content types, their strengths, and limitations.
- Develop a content calendar reflecting key content themes.
- Develop a messaging framework that houses key content themes/claims and support points.
- Create a content campaign brief that informs the creative output.

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 unable to attend a class or arrive 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.

10% of your grade is based on class participation. I expect you to come to class having read any assigned material and prepared to engage in discussion and ask questions. Simply attending class only meets minimal expectations for class participation. <u>Attendance for a guest speaker is mandatory. Please note that the majority of assignments will be done in class, so attendance is critical.</u>

WORK SUBMITTED
Please include your name, course number, assignment title, page numbers, and the due date on all written submissions. <u>Bring a hard copy of your assignment to class the night it is due and post electronic copies on Blackboard prior to the beginning of class as well.</u>

You are preparing to enter a deadline-driven field! LATE ASSIGNMENTS WILL BE PENALIZED. All assignments must be turned in by the start of class on the due date. Assignments received after the deadlines are considered late, and 5 points will be deducted for each day it is late. Grammar and spelling count, too.

COURSE POLICIES
- All cell phones must be silenced during class. Laptops may be used for note taking. Consistent disengagement with class discussion will result in lower participation grades.
- I expect classroom etiquette to be businesslike and professional at all times.
    - I will not offer incomplete grades, 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. Please let me know as far in advance as possible if you will miss a class.
    - Please ask questions and offer opinions 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.
    - **Please do not text in class.**

REQUIRED READINGS
The resources for this course include articles, book excerpts, case studies, multimedia, RFPs and three key books. The readings are selected to give you a solid foundation for understanding and internalizing the coursework.

Neumeier, Martin, The Brand Flip: Why *Customers Now Run Companies And How To Profit From It*
Publisher: New Riders; 1 edition (August 9, 2015)
ISBN-10: 0134172817 | ISBN-13: 978-0134172811
$19.16

Fog, K., Budtz, C., Yakaboylu, B., (2010) *Storytelling: Branding in Practice*. Copenhagen, Denmark: Springer; 2nd ed. 2010 edition (October 8, 2010)
ISBN-10: 3540883487 | ISBN-13: 978-3540883487 |$39.05

Mootee, Idris, 60 Minute brand Strategist: The Essential Brand Book for Marketing Professionals Hoboken, NJ: John Wiley & Sons, Inc.
ISBN-10: 1118625161 | ISBN-13: 978-1118625163 | $24.04

(Note: Federal law requires that we list ISBN numbers and price for every book.)

All articles, book excerpts, cases, and multimedia listed on the course schedule will be distributed in advance, via the class Blackboard 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.

Recommended Readings

Miller, Carol Handler, *Digital Storytelling: A Creator's Guide To Interactive Entertainment*
Publisher: Focal Press; 3 edition (May 14, 2014)
ISBN-10: 0415836948
ISBN-13: 978-0415836944

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 (3) 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 two (2) weeks after the assignment is turned in. Feedback may be oral or written. Rubrics will be distributed for key assignments.

Please note that a significant number of assignments will be done in class, so attendance is critical.

All grading criteria, including page length and essential content, will be distributed in advance and discussed in class.
(I) =Individual Assignment (G)=Group Assignment

(I) Persona Development (20 points; 10% of final grade)
Please choose two (2) companies that are in the same industry (airline, carmaker, hospitality, etc.) Based on your learning, create the target personas for each brand. Please make each company distinct enough to make creating the persona + related content easier. For example, choosing McDonald's, Hardee's, and Burger King will not produce distinct personas.

(I) The Brand Story + Value Proposition (20 points; 10% of final grade)
Identify what you believe are each of your two (2) brand's key attributes. Use those attributes and your understanding of the target audience to create three (3) brand value propositions, based on the needs of your audience. Use the value propositions to develop three (3) brand stories in the Klaus Fog Fairy Tale Model of the two (2) brands for which you developed personas, for a total of six (6) brand stories. These stories will be used to develop your content themes later on in the course. Key considerations: How will this brand use its attributes as a means to help the "Hero" accomplish his/her goal? How do the support elements need to change as the Hero's goals change? What is the brand's enemy?

(G) The Content Campaign Brief (30 points; 15% of final grade)
Your group project begins with the choice of one of the brands for which you developed personas, attributes, and value propositions. Develop a content campaign brief that will identify the audience, the goal of the communication, and key messaging to be produced based on the intersection of the brand story and consumer insights. You will also be asked to develop your platform strategy/content types based on your knowledge of audience preferences.

(G) The Content Messaging Framework (30 points; 15% of final grade)
Using your value propositions, create a messaging framework that organizes, categorizes, and prioritizes your key brand story themes and their corresponding proof points. This will be helpful for your content calendar contend library creation.

(G) Content Calendar (40 points; 20% of final grade)
The group work continues with story ideas for your content and the means by which these stories will be deployed, listed by channel, story topic and platform. Additive or subtractive? Multi-episode arc or super snackable? The choice is yours of what will get your audience to share, click, or watch.

(G) Content Library (30 points; 15% of final grade)
Based on your development of the brief and the content calendar, prepare a description and mockups of actual content, including key messaging for each type of content that your group believes is needed to accomplish your goals. If your content includes video, a one-sentence treatment is satisfactory. You can use a web-based content mockup tool:
http://admocks.adparlor.com/#facebook/website_clicks/image

(I) In-Class Assignments (30 points; 15% of final grade)
Knowledge of what is going on in the industry is very important to your career development. During class, you will be asked to research and create content that corresponds to the lecture for that class session. There will be six (6) assignments over the course of the class:

1. Research then develop three (3) pieces of content based on audience demographics, lifestyles and behaviors.
2. Research then develop three (3) pieces of content based on audience Jungian archetypes + VALS systems.
3. Research then develop three (3) pieces of content based on a consumer life cycle event.
4. Research then develop three (3) pieces of content based on brand attributes.
5. Research then develop three (3) pieces of content based on brand value propositions.
6. Develop ten (10) key words for the audience and brand that you will develop into a hashtag strategy.

You'll see those graded in-class assignments in red.

Other forms of class participation will include but not be limited to assigned reading, lecture material, and discussion of class assignments.

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:

(I) Persona Development	**20 pts.**
(I) Brand Story + Value Proposition	**20 pts.**
(G)The Content Campaign Brief	**30 pts.**
(G) Content Calendar	**40 pts.**
(G) Content Samples	**30 pts.**
(G) Content Messaging Framework	**30 pts.**
(I) Supervised In-Class Assignments	**30 pts.**
TOTAL	**200 pts.**

Grading Metrics:
Students will have the opportunity to earn a **total of 200 points** this semester. Please reference the grading scale and assignments below:

Grading Scale:
A	**100 - 93**
A-	**92 - 90**
B+	**89 - 88**
B	**87 - 83**
B-	**82 - 80**
C	**79 - 70**
F	**69 and below**

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
  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;
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 instructor will make every
effort to provide as much advance notice as possible for any alterations.

COURSE SCHEDULE

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 1 May 24, 2017			Introduction to learning objectives Syllabus and class policy review Goals and objective discussion Create Teams Course overview and expectation setting **In-Class Assignment:** Select two (2) companies to profile
Class 2 May 31, 2017 **Introduction to Content Strategy: The New Marketing Landscape**	Brand Flip Part 2		Lecture on the changing digital marketing landscape **Key concepts:** The power shift from companies to consumers Communication models Brand tribes
Class 3 June 7, 2017 **Knowing The Audience: They Won't Click If They Don't Care Pt.1**			Lecture and discussion on the determining factors that make up audience content preferences **Key Concepts:** Audience demographics, lifestyles and behaviors **In-Class Assignment:** Research and develop content based on audience demographics, lifestyles and behaviors
Class 4 June 14, 2017 **Knowing The Audience: They Won't Click If They Don't Care Pt. 2**			Continuing lecture and discussion on the determining factors that make up audience content preferences **Key Concepts:** Psychographics and beliefs Jungian archetypes for consumers Examination of VALS belief system model Persona Development demonstration + Workshop **In-Class Assignment:** Conduct VALS assessment on your target audience Identify target audience Jungian archetype Research and develop content based on audience Jungian archetypes + VALS systems

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 5 June 21, 2017 **Consumer Insights + The Consumer Life Cycle**			Guest Speaker on Consumer insights: Jeff Wygant, Wygant + Co. **Key Concepts:** How to identify and create content based on consumer insights. Discussion on consumer life cycle. Introduction of the consumer double funnel **In-Class Assignment:** Research and Develop Content based on a consumer life cycle event
Class 6 June 28, 2017 **Creating your Audience Persona**			Discussion and workshop on creating consumer persona **In-Class Assignment:** **Supervised work on persona for each of your two brands**
Class 7 July 5, 2017 **CANCELLED**			
Class 8 July 12, 2017 **Building The Brand: Personality, Pillars And Promise**	Mootee: 60 Minute Brand Strategist Brand Gap: Part 1	**Personas**	Discussion and lecture on brand territories, value propositions, intangibles, and personality that drive content style and strategy. **Key Concepts:** Brand territories, competencies, and attributes Jungian archetypes for brands Revisit Brand intangibles **In-Class Assignment:** Select the archetype for each of your businesses **Supervised development of Brand territories, attribute + Value proposition demonstration** Research and develop content based on brand attributes

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 9 July 19, 2017 **Telling the Story: Content in the Digital space**	Fog: Chapter 1, 3, 4, 5, 7, 8 Brand Gap Part 3	**Brand Value propositions**	Lecture and discussion on storytelling **Key Concepts:** Understanding storytelling as a branding and content development tool Examination and using The Fairy Tale Model to develop brand + content stories The power of and techniques to produce emotional responses in your audiences **In-Class Assignment:** **Supervised development of brand stories for your two brands** Research and develop content based on brand value proposition
Class 10 July 26, 2017 **Types of Content: Fine-Tuning Your Approach + Best Practices**		**The Brand Stories of your selected companies**	Lecture and discussion on key content types, platforms, and best practices. **Key Concepts:** Identifying the major content types and understanding/when how to apply them to support your brand story/promise Developing your content strategy Detailing your primary considerations—medium, objective, KPIs, team Understanding the value of hashtags and developing a strategy for their use. **In-Class Assignment:** Supervised development of hashtags
Class 11 **August 2, 2017** **Pulling It Together: Creating The Strategy, Brief, And The Content Calendar**			Lecture and Discussion on the content development tools for the final project. • Preparing your content calendar • Preparing your messaging framework (Hint: use brand stories/value propositions) • Killer method to write the content campaign brief **In class: Brand Stories Discussion** **Select brands for group projects**

DATE/TOPIC	READING DUE	ASSIGNMENT DUE	IN-CLASS ACTIVITIES
Class 12 +13 **(Double Header!)** August 9, 2017 **Workshop**			Use this extended class time to work on final project and ask questions
Class 14 August 16, 2017 **Presentations**		**Revised content campaign brief** **Messaging framework** **Content calendar for one quarter** **Content library**	**Presentations of your brief, calendar, messaging framework and sample content items**