

## IDC6150 – Marketing Communication

Summer 2014 - 3 credit hours

**Online Course: All content delivered via Desire2Learn**

*Welcome to IDC6150-Marketing Communication! My name is Dr. Laura Beth Daws, and I'll be your instructor this semester. You can learn more about what we'll be doing on the welcome video, but before you watch it, please take a few minutes to carefully read the syllabus here.*

### Instructor Contact Information

**Instructor Name:** Dr. Laura Beth Daws. You can call me "Dr. Daws" or "Dr. D" or "Professor Daws."

**Website:** <http://educate.spsu.edu/ldaws/>

**Twitter:** [@lbdaws](https://twitter.com/lbdaws)

**Email:** [ldaws@spsu.edu](mailto:ldaws@spsu.edu). NOTE: the D2L system also has an email client. I do respond to emails sent from D2L. However, it might take a tad bit longer.

**Cell (voice/text):** 678-250-3297.

*NOTE: this is a Google Voice number that I will respond to regularly on weekdays from 8 am-5 pm. Voicemails and texts received before/after that will be handled on the next business day.*

**Office phone:** 678-915-7208 (NOTE: I am rarely in my office this summer. I do not recommend you contact me in my office.)

**Virtual Office Hours:** contact me to make an appointment. We can meet up on campus if you are in the Marietta area, or via Skype, Facetime or Google Chat/Google+ Hangout if you're far away.

### The Basics: Readings, Requirements & Course Description

#### Required Textbook

No textbook required – all the readings we'll be doing will be provided for you here with each module.

#### STRONGLY Recommended Textbook

American Psychological Association (2010). *Publication manual of the American Psychological Association, 6<sup>th</sup> edition*. Washington, DC: American Psychological Association.

## Technical requirements

To be successful in this class, you will need daily access to a computer with the ability to connect to the Internet.

## Course Description

*Prerequisites: IDC 6001 and IDC 6030*

*Co- or Prerequisite: IDC 6002*

Strategies for planning and implementing a marketing plan for a sponsored project. Students also develop individual assignments for self-promotion and white papers.

## Learning Outcomes/Course Objectives

By the end of this course, you'll be able to:

- identify and understand the rhetorical issues that affect the design of marketing communication documents,
- redesign marketing communication documents to address these issues and
- possess a portfolio that effectively markets their abilities to potential clients or employers

[About the Class & Class Policies](#)

## Course Structure

In order to complete all 16 modules by the end of the summer semester, you are expected to complete at least 2 modules per week, every week, until the semester ends on July 11. All content is due for each module on Wednesdays or Sundays at 11:59 pm EST. At 12:00 am, the module will close, and you will no longer be able to complete content in the module. **Any work not completed by the due date will receive a grade of zero.**

All modules are set on a time-release schedule, meaning each new module will automatically be released to you on Monday or Thursday at 12 am. The only exception to this is Module 1 & 2: you must complete everything in Module 1 before module 2 is released. From Module 3 on, however, they will all be time-released.

I realize this means you **cannot work ahead on the content modules in this course**. That's a purposeful pedagogical decision on my part, and is my strategy for facilitating cohesive discussions in an asynchronous environment. Please read the document called [Pace Yourself: A](#)

[Note About Timing](#) for more information about staying on schedule this semester.

### **Communication with Instructor**

You may contact me through the D2L email client, but I'm much easier to get in touch with via SPSU Email – [ldaws@spsu.edu](mailto:ldaws@spsu.edu). **I prefer SPSU email over D2L email** because it's more convenient for me to check and respond to on my iPhone when I'm away from my computer (which, in the summer, tends to be often!). I respond to all emails within 24 hours. I will let you know if there will be a period of time I will be unavailable at any point over the summer.

Please contact me at any time if you have questions or concerns about anything relating to the course!

### **Turning in Assignments**

All assignments must be submitted via the dropbox function in Desire2Learn. I do not accept assignments via email or other method. All due dates and times for assignments are in Eastern Standard Time and are posted on the D2L course calendar. Unless otherwise specified, all assignments should be submitted twice to each Dropbox: once as a .doc or .docx file, and once as a .pdf file to preserve your APA formatting.

### **Naming Conventions**

Unless otherwise specified, when submitting documents, please adhere to the following naming conventions:

Lastname\_Firstname\_Project1.docx

### **Late Work**

Due to the nature of the online course, no late work will be accepted. Deadlines are set at the beginning of the semester and will not be adjusted for anyone for any reason.

Failure to turn in work results in a grade of 0. These grades are very difficult to bring up in the course of the semester. If you are having difficulty completing assignments, talk to me as soon as possible.

### **Feedback on assignments**

I will be actively participating in your discussions with you, and you can expect to see a final discussion grade within 24 hours of the close of each module. Quizzes and tests will be graded within 48 hours of their due dates. My goal is to provide prompt and detailed feedback for each written assignment (in this case, the parts of your major project). Generally, you can expect a

grade with comments within 48 hours of the assignment's due date.

My general philosophy on grading is to praise in public and reprimand in private. Whenever possible, I try to highlight student work that is exemplary. If you turn in work that is not so great, I will let you know - but I won't humiliate you in front of the class. You're here to learn, and part of my job is to make sure you are in a learning environment that is comfortable and safe. Specific feedback will always be private.

## **Plagiarism**

Though collaboration is encouraged in this course, you are expected to turn in only your original work. **Plagiarism is not tolerated under any circumstances and could result in failure of the course.** Cite all sources and do your own work. If you are ever in doubt about whether or not you are in danger of plagiarism, please ask me for help. ***Anything submitted to the D2L Dropbox will be automatically checked by TurnItIn.com to look for evidence of plagiarism.***

## **Communication with Each Other/Netiquette and Online Civility**

This class is built around discussion prompts and real-life examples of marketing communication. One of my favorite parts (and, I think, the best part) about graduate level courses is the amount and quality of discourse that surrounds the course material. Our class discussions – which will be frequent! - should facilitate an open exchange of ideas. Debates should be healthy, and each individual should be respectful of others' opinions. Hate speech, or racist, sexist, ageist, or homophobic comments are not allowed.

I encourage you to practice constructive criticism. Pointing out flaws/holes in your fellow classmates' arguments helps everyone learn and often sparks healthy debate. However, there's a right way and a wrong way to critique, disagree with, or call out a fellow student. Generally, polite discussion involving both praise and constructive criticism are helpful; @\*# cursing, SHOUTING, and speaking ill of one's mama are not.

Please use discussion posts and any other online interaction as a chance to practice professional communication. Make sure all postings are grammatically correct and free from typographic errors. Avoid using acronyms whenever possible. And, do not type in all caps unless necessitated by standard conventions of grammar/style.

For further information about guidelines on discussion posts, please see the document entitled [Discussion Post Guidelines](#).

## **Technical Support**

If you need technical support or assistance with Desire2Learn, please contact the SPSU IT Help Desk. You may visit them: <http://www.spsu.edu/itdivision/help/> or call 678-915-HELP (4357).

## SPSU Policies

### **ADA Procedures**

Southern Polytechnic State University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the ATTIC (Student Center 1<sup>st</sup> floor, extension 7361) for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. More information is available at <http://www.spsu.edu/attic/index.htm>.

### **SPSU Honor Code**

As a member of the Southern Polytechnic State University community of scholars, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. Whether on campus or online, I understand that it is not only my personal responsibility, but also a duty to the entire SPSU community that I act in a manner consistent with the highest level of academic integrity. Therefore, I promise that as a member of the Southern Polytechnic State University community, I will not participate in any form of academic misconduct. I also understand that it is my responsibility to hold others to these same standards by addressing actions that deviate from the University-wide commitment to working, living, and learning in an environment conducive to a quality education. Thus, I affirm and adopt this honor code of Southern Polytechnic State University.

## Grades

Grades will be posted to the gradebook in Desire2Learn for you to access and review at any time.

**Quizzes – 15%: 150 points total.** At the completion of each module, you will be required to complete a quiz over the readings and lecture materials presented in D2L. Quizzes are worth 10 points each.

**Discussion Posts – 20%: 200 points total.** Each module will include at least one question for discussion. Some discussion posts are worth more than others. Specific instructions will be given in each module including how the points will be broken down by discussion topic.

**Marketing remix– 25%, 250 points total.** Take a current product on the market. Analyze its current marketing strategy. Tell me the problems with its marketing and come up with a campaign that makes it better.

**Marketing Plan: 40%, 400 points.** Your major project in this course is to develop an original marketing plan for an existing company. You pick the company! It should be an organization with an existing presence, but ideally an organization that could use some assistance from marketing experts. The final plan will need to be professional, polished and something that could be shared with the organization for them to use in the future. It will be completed in 5 different parts. See the full assignment guide for specific details.

**Grade Scale:**

Total number of points to be earned in the class: 1000. A = 900-1000 points. B = 800-899 points. C = 700-799 points. D = 600-699 points. F = 599 points and below.

**Weekly Schedule**

***Week 1: May 19-May 25***

**Wednesday, May 22, due at 11:59 pm**

Module 1: Orientation to Course

Module 2: Library & Research Refresher

**Sunday, May 25, due at 11:59 pm**

Module 3: Marketing Communication Basics

***Week 2: May 26-June 1***

**Wednesday, May 28, due at 11: 59 pm**

Module 4: Branding & Marketing

***DUE: Milestone 1: Background & History***

**Sunday, June 1, due at 11:59 pm**

Module 5: Consumer Research

***Week 3: June 2 - June 8***

**Wednesday, June 4, due at 11:59 pm**

Module 6: Persuasion 1

***DUE: Milestone 2: SWOT Analysis***

**Sunday, June 8, due at 11:59 pm**

Module 7: Persuasion 2

***Week 4: June 9 - June 15***

**Wednesday, June 11, due at 11:59 pm**

Module 8: Media Strategy 1

***DUE: Marketing Remix***

**Sunday, June 15, due at 11:59 pm**

Module 9: Media Strategy 2

***Week 5: June 16 - June 22***

**Wednesday, June 18, due at 11:59 pm**

Module 10: Media Strategy 3

**Sunday, June 22, due at 11:59 pm**

Module 11: Campaign Effectiveness

***Week 6: June 23-June 29***

**Wednesday, June 25, due at 11:59 pm**

Module 12: Ethics

***DUE: Milestone 3: Tentative Plan/Strategy***

**Sunday, June 29, due at 11:59 pm**

Module 13: Creative Strategies

***Week 7: June 30 - July 6***

**Wednesday, July 2, due at 11:59 pm**

Module 14: Intercultural Strategies

***DUE: Milestone 4: Portfolio of Marketing Materials***

**Sunday, July 6, due at 11:59 pm**

Module 15: Maintaining Relationships

**Week 8: July 7 - July 11**

No modules - just complete your final projects!

***DUE: FINAL PROJECT, JULY 11, 11:59 PM***

### **Tentative Reading List**

This list will be updated throughout the semester, as we progress into more content areas. Also, I'm mostly just listing your academic, scholarly readings - not all of the popular press readings are going to be listed here. Some are embedded as contextual information for discussion posts. *NOTE*: these are \*almost\* in correct APA format; I didn't preserve the hanging indent feature that is required in APA, nor did I preserve the double spacing element.

#### **Module 3: Marketing Comm Basics, May 22-25**

Borden, N. H. (1984) The concept of the marketing mix. *Journal of Advertising Research*, 24(4), 7-12.

Mintzberg, H. (1987a) The strategy concept I: Five p's for strategy. *California Management Review*, 30(1), 11-24.

Mintzeberg, H. (1987b). The strategy concept II: Another look at why organizations need strategies. *California Management Review*, 30(1), 25-32.

Scott, D. M. (2013). *The new rules of marketing & PR: How to use social media, online video, mobile applications, blogs, news releases & viral marketing to reach buyers directly*, 4<sup>th</sup> edition (Chapters 1-2). New York: Wiley.

#### **Module 4: Branding & Marketing, May 26-28**

Cooper, C. G. (2010) New media marketing: The innovative use of technology in NCAA athletic



department e-branding initiatives. *Journal of Marketing Development and Competitiveness*, 5(1), 23-32.

Grant, P. & Boon, E. (2013). When the persuasion attempt fails: An examination of consumers' perception of branded flash mobs. *Journal of Public Affairs*, 13(2), 190-201.  
doi:10.1002/pa.1474

Hochman, K. & Maynor, K. (2012) Integrating your brand purpose: How Procter & Gamble's *Secret* deodorant increased market share and profit through its brand purpose. *Journal of Brand Strategy*, 1(4), 327-332.

Jones, C., & Bonevac, D. (2013). An evolved definition of the term 'brand': Why branding has a branding problem. *Journal of Brand Strategy*, 2(2), 112-120.

Smith, R. (2013, June 7). How to sell Coke to people who have never had a sip. *NPR Planet Money*. Retrieved from <http://www.npr.org/blogs/money/2013/06/07/189184092/how-to-sell-coke-to-people-who-have-never-had-a-sip>

Young, A. (2010). *Brand media strategy: Integrated communications planning in the digital era*. (Chapter 2). New York: Palgrave Macmillan

### **Module 5: Consumer Research, May 29-June 1**

Beane, T. P. & Ennis, D. M. (1987). Market segmentation: A review. *European Journal of Marketing*, 21(5), 20-42.

Comley, P. & Beaumont, J. (2011a). Online market research: Methods, benefits and issues, part 1. *Journal of Direct, Data and Digital Marketing Practices*, 12(4), 315-327.

Comley, P. & Beaumont, J. (2011b). Online research: Methods, benefits and issues, part 2. *Journal of Direct, Data and Digital Marketing Practices*, 13(1), 25-39.

Kim, S. & Yang, T. (2012). Consumer preferences for mobile internet: A comparative cross-national mixed methods study. *Social Behavior and Personality*, 40(10), 1695-1712.  
doi:10.2224/sbp.2012.40.10.1695

Marchand, J. & Khallaayoune, Z. (2010). 'LOV' and the big screen: A value-system segmentation of movie goers. *Journal of Targeting, Measurement and Analysis for Marketing*, 18, 177-188.  
doi:10.1057/jt.2010.7

### **Module 6: Persuasion, Unit 1, June 2-June 4**

Liu, Y. & Shrum, L. J. (2009) A dual-process model of interactivity effects. *Journal of Advertising*,

38(2), 53-68. doi:10.2753/JOA0091-3367380204

Navarro-Bailon, M. A. (2012). Strategic consistent messages in cross-tool campaigns: Effects on brand image and brand attitude. *Journal of Marketing Communications, 18*(3), 189-202.

Wood, O. (2012). How emotional tugs trump rational pushes: The time has come to abandon a 100-year-old advertising model. *Journal of Advertising Research, 52*(1), 31-39. doi:10.2501/JAR-52-1-031-039

Yalch, R. & Brand, F. (1996). Need hierarchies in consumer judgments of product designs: is it time to reconsider Maslow's theory? *Advances in Consumer Research, 23*(1), 405-410.

### **Module 7: Persuasion, Unit 2, June 5-June 8**

Kronrod, A., Grinstein, A. & Wathieu, L. (2012). Go green! Should environmental messages be so assertive? *Journal of Marketing, 76*, 95-102.

Shu, S. B. & Carlson, K. A. (2014). When three charms but four alarms: Identifying the optimal number of claims in persuasion settings. *Journal of Marketing, 78*, 127-139. doi:10.1509/jm.11.0504

Veer, E. & Shankar, A. (2011). Forgive me father, for I did not give full justification for my sins: How religious consumers justify the acquisition of material wealth. *Journal of Marketing Management, 27*(5-6), 547-560.

Yoon, H. J. & Tinkham, S. F. (2013). Humorous threat persuasion in advertising: The effects of humor, threat intensity, and issue involvement. *Journal of Advertising, 42*(1), 30-41. doi:10.1080/00913367.2012.749082

### **Module 8: Media Strategy 1, June 9 - June 11**

Hampel, S., Heinrich, D. & Campbell, C. (2012). Is an advertisement worth the paper it's printed on? The impact of premium print advertising on consumer perceptions. *Journal of Advertising Research, 52*(1), 118-127. doi:10.2501/JAR-52-1-118-127.

Jeong, Y., Kim, Y. & Zhao, X. (2011). Competing for consumer memory in television advertising: An empirical examination of the impact of non-editorial clutter on brand memory in mega-event broadcasts. *International Journal of Advertising, 30*(4), 617-640.

Keller, S. N., Wilkinson, T. & Otjen, A. J. (2010). Unintended effects of a domestic violence campaign. *Journal of Advertising, 39*(4), 53-67. doi:10.2753/JOA0091-3367390404

Owen, L., Lewis, C., Auty, S., & Buijzen, M. (2013). Is children's understanding of nontraditional

advertising comparable to their understanding of television advertising? *Journal of Public Policy & Marketing*, 32(2), 195-206.

### **Module 9: Media Strategy 2, June 12 - June 15**

Barger, V. A., & Labrecque, L. I. (2013). An integrated marketing communications perspective on social media metrics. *International Journal of Integrated Marketing Communications*, 5(1), 64-76.

Kietzmann, J. H., Hermkens, K., McCarthy, I.P., Silvestre, B.S. (2011). Social media? Get serious! Understanding the functional building blocks of social media. *Business Horizons*, 54, 241-251. doi:10.1016/j.bushor.2011.01.005

Swani, K., Milne, G. R., Cromer, C., & Brown, B. P. (2013). Fortune 500 companies' use of Twitter communications: A comparison between product and service tweets. *International Journal of Integrated Marketing Communications*, 5(2), 47-56.

Thompson, D. V. & Malaviya, P. (2013). Consumer-generated ads: Does awareness of advertising help or hurt persuasion? *Journal of Marketing*, 77, 33-47.

### **Module 10: Media Strategy 3, June 16 - June 18**

Higgins, J. W. & Lauzon, L. (2002). Finding the funds in fun runs: Exploring physical activity events as fundraising tools in the nonprofit sector. *International Journal of Nonprofit and Voluntary Sector Marketing*, 8(4), 363-377.

Lachowetz, T., Dees, W., Todd, S. & Ryan, R. (2009). Savannah Sand Gnats: Macro strategies for using identity to increase attendance in minor league baseball. *Sport Marketing Quarterly*, 18, 222-227.

Merchant, N. (2013, April). When TED lost control of its crowd. *Harvard Business Review*, 91(4), 79-83.

Smith, B. G. (2010). Beyond promotion: Conceptualizing public relations in integrated marketing communications. *International Journal of Integrated Marketing Communications*, 2(1), 47-57.

### **Module 11: Measuring Campaign Effectiveness, June 19-22**

In the NFL, there are no sick days. (2012). *Journal of Advertising Research*, 52(3), 377-380.

Moore, G. F., Williams, A., Moore, L., & Murphy, S. (2013). An exploratory cluster randomised trial of a university halls of residence based social norms marketing campaign to reduce alcohol consumption among 1st year students. *Substance Abuse Treatment, Prevention and Policy*, 8(15),

1-12.

Ndahimana, M., Musonera, E., & Weber, M. (2013). Assessment of marketing strategies for ecotourism promotion: A case of RDB/tourism and conservation in Rwanda. *Journal of Marketing Development and Competitiveness*, 7(2), 37-56.

Pratt, S., McCabe, S., Cortes-Jimenez, I. & Blake, A. (2010). Measuring the effectiveness of destination marketing campaigns: A comparative analysis of conversion studies. *Journal of Travel Research*, 49(2), 179-190. doi:10.1177/0047287509336471