2017

MKTG 345-01 Integrated Marketing Communications

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INSTRUCTOR: Susan M.B. Schertzer, Ph.D.  
**schertzers@xavier.edu**

CLASS SESSIONS:
TH 4:00 – 5:15 Smith

OFFICE: 305 Smith Hall
HOURS: T & TH 9 - 10; 3 - 4  
W 9 - 11
other days / times by appointment

PHONE: 513-745-3221
MOBILE: 513-312-3757 (until 11 pm)

REQUIRED MATERIALS

TEXT:
Integrated Advertising, Promotion, and Marketing Communications, 7th Edition (2016), by Clow and Baack, Pearson Education  
ISBN 13: 978-0-13-386633-9  *if you use a different edition, it is your responsibility to match chapters and assignments

BUSINESS PRESS: Regular reading of the business press is expected.  
At a minimum, this means The Wall Street Journal. As business majors you should get in the habit of reading the WSJ, so that you are familiar with major issues and trends in the business world. Familiarity with and reading of at least one other publication, i.e., Bloomberg Business Week, The Economist, Fortune, Forbes, are also highly recommended. A subscription is not required but is very useful. Significant discounts are available to students.

COURSE COMMUNICATION

OFFICE HOURS are good for “dropping by”. Other days and times can be arranged by appointment. Even during office hours, the best way to assure you don’t wait outside while I talk to other students is to make an appointment. This is also good business etiquette.

I want you to be successful in class, in college and in your life. Please do not hesitate to come and talk or ask for assistance.

I will use the Announcements function in CANVAS for most class communications. Set your CANVAS to automatically notify you of Announcements and/or be sure to check CANVAS regularly. E-mail and mobile phone work well for the professor. I will respond to you as soon as possible; for e-mail, generally within 12 hours. If you need a quick answer, call my mobile.

COURSE SCHEDULE

The tentative course schedule is posted on Canvas and is a part of this Syllabus. Test dates and assignment due dates will not be accelerated and will generally not change. Lecture topics and chapter quizzes may be modified. Such changes will be announced on Canvas. It is your responsibility to keep up with any adjustments.

COURSE OBJECTIVES

1. To educate students about the best current thinking on integrated marketing communications
2. To develop the ability to logically evaluate and approach the tools of marketing communications in order to achieve strategic goals in a global and diverse market place
3. Create a better understanding of the role of marketing communication to build and support business needs; and identify evolving career opportunities in this area.
4. Develop analytical skills to assess the effectiveness of marketing communications.
5. To increase awareness of ethical issues in communications and marketing’s responsibilities in this area in keeping with the mission of the Williams College of Business (WCB). (see Exhibit A)
EVALUATION

ASSIGNMENTS AND EXAMINATIONS

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<tr>
<td>Test 1</td>
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<td>Test 2</td>
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<tr>
<td>Test 3 (Comprehensive Final)</td>
<td>15</td>
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<tr>
<td>Cases and Assignments</td>
<td>30</td>
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<td>• Lead the Learning</td>
<td>5</td>
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<td>• TBD</td>
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<td>IMC Brand Audit</td>
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<td>Participation</td>
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GRADE SCALE

Final grades will be calculated as follows:

- A 93 – 100.0%
- A- 90 – 92.9%
- B+ 87 – 89.9%
- B 83 – 86.9%
- B- 80 – 82.9%
- C+ 77 – 79.9%
- C 73 – 76.9%
- C- 70 – 72.9%
- D 60 – 69.9%
- F Below 60%

I reserve the right to assign +/- ONLY for those with near perfect attendance.

GRADING PRINCIPLES

1. First, I look for a demonstrated knowledge of the material and an ability to apply the material using basic marketing concepts. Knowledge can be demonstrated by performance on tests, class participation, and homework assignments.

2. Gaps in knowledge are usually demonstrated by: not turning in assignments on time, inability to participate in class discussions, and poor performance on tests.

3. Rarely will I allow a re-grade of any assignment. If you feel that an assignment (or question on an exam) merits a re-grade, you will need to submit a request, in writing, outlining (1) which section/question you want me to re-grade and (2) a justification for why your answer merits additional points. Furthermore, if I do decide that your answer merits additional points, the new grade will be the average of the two grades. For example, if you initially received a 70 for one graded assignment, and I allowed a re-grade, and on the re-grade you received a 75, the average of 72.5 would be the final grade for that assignment recorded in the grade book.

4. Plagiarism and Use of Footnotes/Endnotes: Unless the information presented in a paper or assignment is entirely yours and entirely new to the world because you wrote or said it (not being aware is not an excuse, be careful here), you must reference the source you used to obtain the information. Therefore, use footnotes or endnotes as needed. Use proper college reference procedures, e.g., MLA or APA, or follow the way references are made at the end of each chapter in your text. Plagiarism will not be tolerated. At a minimum, and at the professors discretion, the plagiarized work product will receive a 0.

5. I have a NO TEST MAKE UP policy. If we have a scheduled test, you need to be in class unless you are experiencing a true emergency. In such case, you must contact me within 24 hours of the test.

6. For every 12 hours a project is late, the final grade will be reduced by 10 points; if you are not present for all group presentations your final grade on that project will be reduced by 10 points (no excuses).
COURSE POLICIES

- **CLASS FORMAT**
  Class is a combination of lecture and interactive discussion/exercises and may be led by other students. Please complete the assigned reading before class and be prepared to ask and answer questions. Look for examples to share in class.

  Class topics will be supplemented with speakers, videos, props, and other relevant activities and information.

- **CLASSROOM ETIQUETTE**
  - **Computer use** should be limited to taking notes and performing class assignments. *Abuse will result in a ban of computers for the whole class.*
  - **Mobile devices** should be turned off and put away before class begins. No: checking texts, calendars, time, texting, tweeting, etc. If there is widespread disregard for this directive, I will announce (and enforce) the following consequence: *Offending behavior will result in a one grade level reduction to the final grade earned – no questions asked.*
  - **Control yourself.** Side conversations and whispering are rude and disruptive.
  - **Coming to class late is disruptive.** Regular tardiness may affect your attendance grade.

- **ATTENDANCE**
  Class attendance is expected and strongly suggested. You cannot participate (or learn), if you are not present. **Class and test attendance always take precedence over sports, clubs events, or any other events.** If you need to miss class, please email me BEFORE class. In the case of an EMERGENCY, let me know as soon as possible. I reserve the right to ask you for verification for any excused absence. If you do not email me before class with a valid excuse (except emergencies), you may lose points for assignments we did in class.

  **If you miss a class meeting, regardless of the reason, you are responsible for (a) all material covered at that class meeting and (b) obtaining any materials distributed during that class meeting.** Make arrangements with another student to keep you informed.

  *You will learn in this class. You will have fun this class. You can’t do either if you’re not here.*

- **PARTICIPATION (AND PREPARATION)**
  Learning, in this type of course, comes from a thorough analysis of written course material, thoughtful completion of homework and participation in class discussions. *Preparation* is required for effective *Participation* - come to class prepared. This means reading the chapter to be discussed that day (per Schedule posted in CANVAS) as well as other supplemental readings, videos and cases that may be assigned. You cannot “cram” this material. Plan to be an active participant in the discourse of each discussion session. **Cold Calling** will be used.

  Class participation will be judged on the quality, not the quantity, of the commentary offered and its role in the process of collective learning. Quality contributions are insightful and timely. They reflect critical thinking and well-reasoned conclusions based on your unique perspective. They offer new information and substantially build on previous comments.

  An example of how participation can be evaluated is described below:

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<thead>
<tr>
<th></th>
<th>HIGH</th>
<th>MED</th>
<th>LOW</th>
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<tbody>
<tr>
<td><strong>Quality</strong></td>
<td>Comments or questions increase knowledge and stimulate thinking</td>
<td>Comments or questions stimulate thinking</td>
<td>Comments or questions simply reaffirm existing knowledge (“I agree”)</td>
</tr>
<tr>
<td><strong>Quantity</strong></td>
<td>Consistently contributes to discussion</td>
<td>Not consistent with contribution to discussion</td>
<td>No contribution to discussion</td>
</tr>
<tr>
<td><strong>Professional Language</strong></td>
<td>Consistently uses terms and professional language that reflects significant understanding of concepts</td>
<td>Frequently uses professional language that demonstrates some understanding of concepts</td>
<td>Rarely uses professional language. Demonstrates minimal to no understanding of concepts</td>
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COURSE CONTENT AND ASSIGNMENTS

CLASS PARTICIPATION

This is a key component of this class.

If you have problems speaking up in group discussions please speak to the instructor immediately, do not wait! If you come to me with reasons for not participating towards the middle or end of the semester I will be unable to help you. If you do not speak in class and participate actively in class discussions, please expect to receive a minimal class participation grade.

TESTS

Three tests will be given; the first two will be over the specific chapter material assigned, and the final will be comprehensive. Test material includes concepts presented in the textbook, assignments and class exercises and discussion. Questions may be multiple choice, short answer and/or case based.

HOMEWORK & ASSIGNMENTS

All assignment due dates and details will be announced and posted on CANVAS

GENERAL UNIVERSITY POLICIES

DISABILITY ACCOMMODATIONS:

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

STUDENT HANDBOOK

Students are required to follow the policies and procedures described in the Xavier University Student Handbook.

ACADEMIC INTEGRITY

“Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, illegal downloading, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents.” Xavier Student Handbook

Plagiarism and cheating are serious offenses and can result in failure on an exam, paper, or project; failure in the course. The following plagiarism site provides information that is dedicated to understanding the misuse of freedom and ill effects of plagiarism http://webster.commnet.edu/mla/plagiarism.shtml.

Exhibit A: THE MISSION OF THE WCB: We educate students of business, enabling them to improve organizations and society, consistent with the Jesuit tradition.

Characteristics of the Ignatian\(^1\) vision are:

- “See life and the whole universe as a gift calling forth wonder and gratefulness.”
- “Gives ample scope imagination and emotion as well as intellect.”
- “Seeks to find the divine in all things --- in all peoples and cultures, in all areas of study and learning, in every human response…”
- “Cultivates critical awareness of personal and social evil, but points to God’s love as more powerful than any evil.”

\(^1\) Taken from “Do You Speak Ignatian,” by George Traub, S.J., Ph.D., Xavier University
LEARNING GOALS – WCB: UNDERGRADUATE PROGRAM

• Critical Thinking
  
  Learning Goal: WCB graduates will be able to think logically, reason quantitatively, and utilize appropriate analytical techniques and technology when evaluating and making decisions.
  
  Corresponding Objectives:
  
  • (1) WCB students will collect, evaluate and synthesize information to offer solutions and support decision making.
  • (2) WCB students will evaluate and articulate implications of business decisions and their impact on organizational stakeholders, both individually and in teams.

• Ethics and Social Responsibility
  
  Learning Goal: WCB graduates will be able to recognize ethical issues, discern moral implications of decision making, and be prepared, and willing, to serve as responsible and professional members of society.
  
  Corresponding Objectives:
  
  • (1) WCB students will recognize ethical issues and their implications on personal and business decisions.
  • (2) WCB students will demonstrate the skills necessary to analyze information and make informed, ethical decisions in complex, conflicting or ambiguous environments or situations.

• Effective Written and Oral Communication
  
  Learning Goal: WCB graduates will be able to organize, support and communicate ideas clearly and effectively, employ multiple mediums of communication (e.g., written, oral and visual), and adapt communication to audience, context or purpose.
  
  Corresponding Objectives:
  
  • (1) WCB students will produce business documents and reports demonstrating their ability to organize and communicate ideas clearly and professionally.
  • (2) WCB students will make effective presentations, accompanied by the appropriate technology, demonstrating their ability to organize and communicate ideas clearly and professionally, both individually and in teams.

• Global Perspective and Cultural Diversity
  
  Learning Goal: WCB graduates will appreciate the historical and cultural contexts of the world in which they live, demonstrate the competencies required for engaging in global business activities, and respect and value diverse peoples and perspectives.
  
  Corresponding Objectives:
  
  • (1) WCB students will identify and contrast key attributes of countries’ business environments.
  • (2) WCB students will evaluate and integrate global economic, political, technological, environmental and societal issues into their decision making.
  • (3) WCB students will integrate the concepts of respect, inclusiveness and valuing all persons into their decision making.

• Understanding and Application of Knowledge Across Business Disciplines
  
  Learning Goal: WCB graduates will be able to evaluate business from an integrative and holistic point of view, leverage the synergies between functional business areas, and demonstrate college-level mastery of their chosen discipline.
  
  Corresponding Objectives:
  
  • (1) WCB students will demonstrate the appropriate knowledge of accounting, economics, finance, management, management information systems, marketing, quantitative business analytics, international issues, and the legal and social environment of business.
  • (2) WCB students will evaluate business problems from an integrative point of view, including diverse business functions, competition and external environment (social, political, economic, and environmental.)
  • (3) WCB students will demonstrate college-level mastery of the body of knowledge and skills relative to their major. (To be determined at the departmental level.)

• Personal and Professional Development
  
  Learning Goal: WCB graduates will be well-prepared for their future careers and appreciate the importance of continuous professional development and life-long learning.
  
  Corresponding Objective:
  
  • WCB students will articulate career goals, prepare a professional resume, demonstrate behavior-based interviewing techniques and develop a professional network.