

INTEGRATED MARKETING COMMUNICATIONS 501

Section 02

INTEGRATED MARKETING COMMUNICATIONS PROSEMINAR

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Class Days and Times: Monday, Wednesday 11-12:15, Farley 121
Office Hours: Monday/Wednesday 10-11 (Farley 215), and **by appointment**

REQUIRED TEXTS

Percy, L. (2014). *Strategic Integrated Marketing Communications* (2nd ed.). New York: Routledge.

Other readings will be posted on Blackboard (and announced in class at least one period prior).

GENERAL COURSE INFORMATION

The IMC faculty designed IMC 501 to establish a foundation in the field of integrated marketing communications. Although you may already have some knowledge of IMC, I will not assume so for purposes of this course. The time we spend in this course will be useful for you as you continue your graduate studies at The University of Mississippi, as well as in your future career.

COURSE OBJECTIVES

The goal of this course is to enable theoretical literacy in branding strategy and its application. To accomplish this goal, a combination of reading, critique, and projects will serve as the basis for learning key concepts. At the completion of IMC 501, you should:

- understand key principles of IMC,
- think critically about IMC decisions, and
- know how to implement IMC strategies.

CLASS THEME AND OTHER CURIOUS

The theme for this class is to **treat it like a job**. While many of you will land your “dream job” upon graduation, many of you will simply land a J-O-B. In either case, you will need to take your employment seriously and work hard. Similar to success in the workplace, engaging with class content and participating in all class activities and discussion will help you succeed in IMC 501. If, however, you fail to engage appropriately or are otherwise unmotivated and apathetic at work, there are consequences. You could be written up. You could be demoted. You could be fired. Please don’t get fired from IMC 501!

Overall, students should be self-motivated and enjoy learning. Self-motivated students are active participants, engaging with course content at least several times per week. Students should spend a minimum of 9 hours per week reading and thinking about material and putting forth effort toward the completion of course assignments (that is in addition to time in class).

ASSESSMENT

Class Participation – 10%

I expect you to attend class and participate during class discussion. You must attend class, complete readings, and participate in discussion to receive an A for this portion of your grade. Chronically absent students do not fare as well on assignments. Give yourself the best chance possible of mastering the material and securing a good foundation in this program by attending all class sessions. If you miss material covered in class, there is no way to access that material using alternative methods.

To incentivize active participation, 10% of your course grade comprises how well you “speak up” and “listen” during class discussions. I do not expect you to take over the class discussion but to prove you read and understood the assigned material (at least well enough to ask informed questions). You need not talk a lot to earn an A on participation, but you will need to talk some.

Reaction Papers – 10%

Beyond participation on a regular basis during class discussions, each student will be responsible for a number of “reaction papers” over the course of the semester (the number depends on course enrollment with the goal being 1 reaction paper per class period). The average of your reaction papers will comprise 10% of your course grade. Students will sign up for reaction papers during the first class meeting. Students not in attendance on the first day will be assigned dates.

The purpose of reaction papers is to help students begin drawing together ideas about what they have read. There is no need to go beyond assigned readings for that class period. Each reaction paper should be brief (500-1000 words) and will provide the basis for a portion of that day’s class discussion. The purpose of these reaction statements is to organize and stimulate discussion; hence, they should be focused. It is important to make a claim and back it up with evidence; the length of the assignment makes it impossible to do justice to more than one major claim. Students will read reaction papers aloud during class. Bring a hard copy to class.

Presentation of Research – 10%

Once during the semester, student teams will present an academic article that presents empirical data relevant to that week’s material. The earned grade will be based on evidence the students understood the academic article and are able to help other students understand its main point(s). Student teams also should provide all students in the course with an original, extended “abstract” of the article (hard copies brought to class) along with a copy of the article. Student teams will be formed during the first week of classes.

Exams – 30%

Your mastery of the course material will be assessed through three exams (5%; 10%; 15%). Some questions will require you to memorize and recall information; other questions will require you to apply the information in a critical fashion. Merely memorizing course content is insufficient for obtaining a satisfactory exam grade in the course. This is an individual assignment.

Critique – 4%

You will write critique based on guidelines provided in class. Turn a hard copy in at the beginning of the specified class period. This is an individual assignment.

Creative Brief – 14%

You will develop a creative brief based on guidelines provided in class. Turn a hard copy in at the beginning of the specified class period. This is a group assignment.

Market Research – 20%

You will produce a research report based on secondary sources of market research. Turn a hard copy in at the beginning of the specified class period. This is a group assignment.

Reflection paper – 2%

After the last day of class, you will write a half-page to one-page (single-spaced, one-inch margins, 12-point font) reflection paper. You will reflect on your knowledge gains in this course and then relate it to, or integrate it with, material you have learned in other courses. Upload your paper to Blackboard prior to the due date. This is an individual assignment.

GRADING

The grade you EARN for this class will be based on a formula that weights each assignment by its respective percentage. **For all assignments, you will earn a letter grade** that corresponds to the “meaning of grades” found below. These letter grades will correspond to a traditional 4.0 scale, where a 4.0 equals and grade of “A” as follows (think GPA):

A+ = 4.33	C = 2.0
A = 4.0	C- = 1.67
A- = 3.67	D+ = 1.33
B+ = 3.33	D = 1.0
B = 3.0	D - = .67
B- = 2.67	F+ = .33
C+ = 2.33	F = 0.0

To figure your course grade, transform your earned letter grade to its corresponding number and multiply by the assignment weight. Then, sum the weighted coefficients; your total is a score out of 4.0 that can then be converted to a letter (again, think GPA).

For example, earning an “A” for participation means $4.0 \times .10 = 0.4$, and earning a B+ for the reaction papers means $3.33 \times .10 = 0.333$. The sum of these two weighted coefficients is $0.4 + 0.333 = 0.733$. If a student earned grades of “F” on all other assignments, she would earn a D- in IMC 501.

As a rule, I do not discuss grades until at least 24 hours after you have received feedback. During this time, you are to review the material in an effort to figure out why you did better or worse than you anticipated. **The purpose of this rule is to encourage an intellectual rather than a strictly emotional discussion of your grade.**

The Meaning of Grades

A - Excellent work. The student went above and beyond assignment expectations. Furthermore, the student has represented mastery of course material, both conceptually and pragmatically.

B - Above average work. The student completed the assignment with more effort than average. B work is good work, but still has room for improvement.

C - Average work. The student completed the assignment as specified by the assignment description. No more than “effort as expected” was achieved. Minimum requirements were met, minimum effort was put forth.

D - Below average work. The student seemed unsure of assignment specifics and did not complete said assignment in a satisfactory manner. There were both conceptual and pragmatic holes in the presentation.

F - Poor/Failing work. Student was not prepared for and/or did not execute the assignment properly. There are large holes or missing information.

SELECTED POLICIES

Attendance

As a graduate student, you should think of attendance as a necessary first step toward completion of IMC 501. To abide by federal regulations, The University of Mississippi has instituted a verification period during the first two weeks of courses each academic semester. Any student who is absent without an approved University excuse during this time will be dropped from the course. Beyond that, I will not formally take attendance, though your participation grade depends on you attending.

Honor Code

The University’s honor code will be strictly enforced in this class. Please read the honor code statement provided in your student handbook. We will review the necessary and appropriate documentation policies for the research papers in class prior to the assignment due dates. In the spirit of collaboration and peer mentoring, you may consult with your peers on your projects and papers, but your work must be your own. Cheating, including plagiarism, falsification of research data, using the same assignment for more than one class, turning in someone else’s work, or allowing someone to copy your work, will result in severe penalties. If you have questions about academic integrity, please discuss the matter with me.

Accommodations

Accommodation recommendations from the Office of Student Disability Services (SDS) for ANY documented disability or learning need will be honored in the course. Please see me during office hours during the first week of class to discuss how I can assist you with an appropriate learning environment. I am committed to making this course accessible to everyone.

Cultural Diversity

The Meek School of Journalism and New Media is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the School is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practice of journalism and IMC.

Communication Policy

Please drop by during official office hours or whenever I am on campus, or make an appointment to speak with me at any point. Part of my job is to assist students in learning course material as well as providing advice for all things academic and professional. If you are having issues in your personal life that are impeding your ability to perform in this class as you normally would it is vital that you speak to me about them before you begin to fall behind. I do not need to know details if you are uncomfortable sharing, but I do need to know something “is up” - if it can be prevented, I do not want you to slip through the cracks.

Scheduled Appointments: My availability on campus is quite good – when my office door is open, you are free to come in and talk about the course or anything else that is on your mind. If you prefer to schedule appointments, I will do that as well (both on and off campus). Failure to attend a scheduled appointment without prior notification will result in a suffix reduction in your final course grade (e.g., A- to B+).

For many questions and concerns, email is likely the best form of exchange. When you send an e-mail, be sure to write IMC 501 in the subject heading. Blackboard and e-mail are only a supplement to the course. “Official business” (including minor changes to due dates or criteria for assignments) is conducted in class.

Electronics Policy

Students may use electronic devices during class under one condition: Students must be using these devices to take notes or otherwise improve their learning experience. Students using electronic devices for other purposes will be asked to leave class for the remainder of that period; upon their return, these students will be restricted from using any electronic device for any reason for the remainder of the semester. If, for family or other unavoidable reasons, you must have a cell phone or other electronic device “ping” you, please notify me before class starts for the day. Please note, however, I will not accept “my work might text me” as a viable reason to be interrupted during class. If you must, take your phone calls and text exchanges outside of class. Conducting non-class business in class is distracting. You have chosen to take this course, and it is your only responsibility for the hour-and-fifteen-minutes we have scheduled on Monday and Wednesday. Research clearly shows that people can do ONE cognitively taxing thing at a time – multitasking is a myth! People only switch-task, which is costly in terms of information retention and learning; plus, it is distracting to other students. If it helps, take notes the old-fashioned way!

Course Schedule

Subject to change. You will be notified in class of any change.

You must complete readings before class.

Week	Date	Topic	Readings
1	8/21	Course Intro, Sign up for Reaction Papers	Syllabus
	8/23	Formation of Student Teams, Defining IMC	Percy, Preface; Intro (pp. 1-2); Ch. 1
2	8/28	Defining IMC (continued)	Percy, Preface; Intro (pp. 1-2); Ch. 1
	8/30	IMC and Brand Building	Percy, Ch2
3	9/4	No Class – Labor Day Holiday	-----
	9/6	Critique Due; IMC and Brand Building	Percy, Ch. 2 (Guest Lecture, Jeff Rodgers, Creative Director, Kitbash Brand Design)
4	9/11	IMC and Company Building	Percy, Ch. 3 (Guest Lecture, Micajiah Sturdivant, President, MMI Hotel Group)
	9/13	IMC and Company Building	Percy, Ch. 3
5	9/18	Components of IMC	Percy, Chs. 4-6
	9/20	Components of IMC	Percy, Chs. 4-6
6	9/25	Components of IMC	Percy, Chs. 4-6
	9/27	Components of IMC	Percy, Chs. 4-6
7	10/2	Library Resources	Guest Lecture, Ashley Dees
	10/4	Exam 1	-----
8	10/9	Message Processing and Theories of Persuasion	Percy, Ch. 7
	10/11	Message Processing and Theories of Persuasion	Percy, Ch. 7
9	10/16	Message Processing and Theories of Persuasion	Percy, Ch. 7
	10/18	Message Development and IMC Research	Percy, Ch. 8
10	10/23	Message Development and IMC Research	Percy, Ch. 8 (Guest Speaker, Meg Payment, Mississippi Power)

Week	Date	Topic	Readings
	10/25	Market Research Due; Message Development and IMC Research	Percy, Ch. 8
11	10/30	Creative Execution	Percy, Ch. 9
	11/1	Creative Brief Due; Commercial Speech and Intellectual Property	Guest Speaker (Dr. Charles Mitchel, Assistant Dean)
12	11/6	Exam 2, Part 1	-----
	11/8	Exam 2, Part 2	-----
13	11/13	The IMC Plan	Percy, Chs. 10-12
	11/15	No Class – NCA Convention	-----
14	11/20	No Class – Thanksgiving Holiday	-----
	11/22	No Class – Thanksgiving Holiday	-----
15	11/27	The IMC Plan	Percy, Chs. 10-12
	11/29	The IMC Plan	Percy, Chs. 10-12
16	12/4	NOON – Final Examination	-----