

**Management and Organizational Studies MOS 3322F/G  
Integrated Marketing Communication**

**CONTACT  
INFORMATION**

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Or by appointment

**CLASS INFORMATION**

Mondays  
8:30 am - 11:30 am  
St. James Room 202

**COURSE DESCRIPTION**

This course focuses on the theories, concepts, and applications of integrated marketing communications, covering advertising, sales promotion, public relations, publicity, personal selling, direct marketing, and interactive marketing.

**COURSE LEARNING OUTCOMES**

Upon successful completion of this course students will be able to:

1. Apply all aspects of integrated marketing communication, including advertising, sales promotion, public relations, personal selling, direct marketing and interactive marketing to real situations, orally and in writing.
2. Collaboratively develop an integrated marketing communications plan to real business situation, in a written report and oral presentation.
3. Demonstrate professionalism and influencing skills, expected by an employer, including behaviours such as promptness, preparation, civility, attentiveness, effective communication, deportment and engagement.

Student competency levels on these outcomes will vary. You can expect to achieve these outcomes if you honour course policies, attend classes regularly, complete all assigned work in good faith and on time, demonstrate understanding of the course content and meet all other course expectations of you as a student.

**BRESCIA UNIVERSITY COLLEGE COMPETENCIES**

Primary competencies developed in this course include:

**Communication** includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

**Problem Solving** includes the development of a problem statement, identification of proposed solutions, selection of a solution, evaluation of that solution, iteration based on communication and feedback from the proposed customer. The student will be able to identify what she knows about the problem, her assumptions and biases, and will test her assumptions.

**Inquiry and Analysis** involves the methodical practice of exploring issues and posing questions to seek information, knowledge, or clarity in order to gain a more comprehensive understanding of what is true. Inquiry and analysis begins with the collecting of information, the examination of the knowledge, and then converting the material into valuable new knowns. Knowledge is therefore discovered over time because investigation is continual, as is the testing of new knowledge. Once the evidence has been organized and synthesized, conclusions about the question or problem are developed that logically follow from the inquiry process.

**Critical Thinking** involves reasoning, a process where we create arguments by connecting thoughts together so that some thoughts (premises) provide support for other thoughts (conclusions). There are three basic skills involved in critical thinking: interpretation, verification and reasoning. The first skill comprises understanding how words express or fail to express thoughts, expressing clearly what we mean, and discerning an argument's structure. The second skill involves determining whether

premises are acceptable. And the third skill encompasses evaluating whether premises make it reasonable accept the conclusion.

**Social Awareness and Engagement** involves the “the ability to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

### **COURSE MATERIALS**

Tuckwell, K. (2014). *Integrated marketing communication: Strategic planning perspectives*. (4th Can. ed.). Toronto, ON: Pearson Canada.

Case Pack available on Ivey Cases Website (see OWL for link and details).

### **COURSE PREREQUISITES AND ANTIREQUISITES**

MOS 2320A/B or MOS 3320A/B and enrollment in 3rd or 4th year of BMOS.

### **COURSE STRUCTURE AND CONTENT**

The course has three modules:

#### IMC Strategy Weeks 1 - 3

This section covers defining IMC, strategic planning principles, and brand strategy.

#### IMC Tools Weeks 4-9

This section covers advertising, online, direct, point of purchase, sales promotion, public relations, experiential marketing, social marketing, and personal selling.

#### IMC Planning and Performance Evaluation 10 - 12

This section covers objective setting, plan development, presentation, and evaluation of IMC programs.

Please check OWL regularly for information, lecture notes, reading and announcements regarding any changes to the class plan for the following week. Please bring your class plan, textbook and course pack to class for use in cases and exercises.

### **Class Schedule**

A tentative schedule for this course is posted on OWL. There may be departures from this schedule as some topics take up more (or less) time than is scheduled. Readings may be expanded upon by way of videos, exercises, cases and/or class discussions. Following this schedule is the responsibility of each student. All the assigned material should be expected on all assessments and evaluations. There may be random written assignments given at various points throughout the semester; although they do not appear on the schedule, students should expect to receive such assignments throughout the semester. These assignments are incorporated into your contribution grade.

Students should anticipate spending a minimum of 3-5 hours per week preparing for classes, completing readings, cases and exercises, as well as studying for tests and preparing assignments.

## EVALUATION

Component	Timing	Learning Outcomes	Brescia Competency	Weight
Class Contribution	Weekly	1,2,3	Communication Inquiry & Analysis Problem Solving Critical Thinking	15%
Case & Exercise Memos (7 memos)	See Weekly Class Plan	1,2,3	Communication Inquiry & Analysis Problem Solving Critical Thinking	15%
Creative Strategy	Week 6	1, 2	Communication Inquiry & Analysis Critical Thinking	20%
Integrated Marketing Communication Plan (Group)	Week 12	1, 2	Communication Inquiry & Analysis Problem Solving Critical Thinking Social Awareness & Engagement	35%
Plan Presentation (Group)	Week 12	1,2,3	Communication Inquiry & Analysis Problem Solving Critical Thinking Social Awareness & Engagement	15%

Students must **complete all elements of evaluation** to receive a passing grade in the course. There will be no re-weighting of components within the course unless a student has received an academic accommodation. Please note that grades cannot be adjusted based on need. Your mark in the course will be the mark that you earn based on your demonstrated understanding of the course content. Extra credit assignments are not available and tests and exams cannot be rewritten to obtain a higher mark. Once a student has written a test or examination she is committed to the mark earned.

Late assignments without an academic accommodation will receive a "0". All required assignments are subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database to detect plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ( <http://www.turnitin.com> ).

### Evaluation Component Descriptions

#### **Creative Strategy**

Individually students will develop a creative strategy for a client in a live marketing situation. Students will be briefed by the client about the brand, its target, its objectives, and any constraints that the organization might have. They will then develop a creative strategy to be used in future assignments. The creative strategy will be a maximum of 1,000 words long. Detailed assignment instructions and grading rubric will be provided on OWL and discussed in class.

#### **Integrated Marketing Communication Plan**

Students will form up to five teams to develop an integrated marketing communication (IMC) plan that will achieve the client's objectives within the available budget. The plan will be between 2,000 and 2,500 words long. Detailed instructions and a grading rubric will be provided on OWL and discussed in class. The plan will be submitted on Week 12 of the course.

#### **Presentation**

Each team will briefly share their plan with the clients in a formal presentation. Detailed assignment instructions and a grading rubric will be provided on OWL and discussed in class. The presentation will be given on Week 12 of the course.

#### **Case and Exercise Memos**

For each case or exercise assigned, students will individually prepare a one to two-page memo answering the discussion questions provided on OWL. The memos will be submitted by **Midnight Saturday evening** to OWL. Late assignments will not be accepted. The memos will be evaluated based on whether the student thoroughly answered each of the assigned discussion questions. Case memos are roughly 300 - 500 words long. See the detailed assignment instructions for more information. Each memo will contribute equally toward the grade. Check OWL for the weekly class plan.

#### **Contribution**

Contribution by each student is a cornerstone of any effective learning experience. Active class involvement augments the learning experience, increases assimilation of material and stimulates the level of class discussion. Students' contribution to this

course is initiated through thorough class preparation. Contribution is expected to be relevant to the current discussion and includes answering direct questions, volunteering answers, advancing the discussion to a new issue, developing one side of an argument, clarifying difficult concepts and asking questions pertinent to the topic. Class contribution may also include assignments, hand-ins, group evaluations and prompt attendance. Just as important is listening attentively to your classmates and critiquing ideas constructively.

Please note, each class will count equally toward a student's contribution grade, with each missed class receiving a grade of "0" out of 13. Ten marks your contribution grade will relate to critical thinking (persuasion/influence) and 3 marks of the grade will assess professionalism. Each student will have their lowest contribution grade for the semester dropped from the contribution calculation. See the detailed contribution assessment guide provided on OWL for information about the grading process and expectations of your contribution. Attendance at all classes in this course is expected. Family medical issues, personal medical issues, family bereavement, participation in University sports teams are acceptable reasons for missing class, with appropriate documentation (i.e. an academic accommodation). Under University regulations, your instructor can determine at which point absenteeism has become excessive and approach the Dean who may prevent you from writing the final exam, thus preventing you from passing the course. At the discretion of the instructor, any student who misses more than 25% of scheduled classes will receive a class contribution grade of "0" for the course.

## CLASS ETIQUETTE

### Student Use of Technology in Class

Talking privately with classmates or using your computer during class for personal activities such as reading or writing e-mail, surfing the Web, or playing games is distracting for others, is not conducive to your own learning, and is disrespectful to the instructor. In addition, cell phones ringing during class will not be tolerated: please ensure your phones are turned OFF before entering the classroom and placed inside a bag (not on desk or in your pocket).

I welcome the use of laptops in the classroom as long as they are used for class related purposes, such as research, participation in class exercises and the like.

Recent research has shown that laptop use in class for non-education related purposes, such as checking email, texting, using Facebook or other social networking websites, to view movies, listening to music or surf unrelated websites is negatively related to academic performance. **That is, grades decline when you use laptops in the classroom for non-educational tasks.** Additionally, students find other students use of laptops in the classroom the number one source of interference with their ability to learn (Fried, 2008). As a result, if I find a student using a laptop for **non-class related activities**, I will ask them to close the laptop for the remainder of the class or until a class exercise requires the use of the laptop.

Research also shows that texting substantially reduces academic performance. Researchers asked half the students in an accounting class to text their professor three times, while the other half were requested to refrain from texting. Students were then tested at the end of the lecture on the contents of the lecture. **The students who texted scored 16% points lower than those who did not text** (Ellis, Daniels & Jauregui, 2010). As a result, if I find a student texting I will ask them to put their cell phone away. **Texting in class may result in a "0" on class participation for that class.**

Fried, C. (2008). "In-class Laptop Use and its effects on student learning." *Computers and Education* (50) 906-914.

Ellis, Y., Daniels, B. & Jauregui, A. (2010) "The effect of multi-tasking on the grade performance of business students" *Research in Higher Education*. (8) 1 – 10.

### A Note Regarding Email

Email is a useful tool for sharing news, setting up meetings or for a simple assignment clarification, but for more complex questions, a face to face meeting is best. Please make an appointment to discuss any personal, academic, group work or controversial issues in person, especially any concerns that you might have about your grades. I will check email regularly Monday through Friday during office hours; you can expect a response within 24 hours during the work week. Over weekends and holidays, I will not be checking email, so plan accordingly.

### Appointments

If you wish to meet with your instructor it is recommended that see your instructor during the designated weekly office hours or that you make an appointment. Appointments can be arranged by approaching your instructor after class or by sending an email to set up a mutually convenient time. Make sure to be on time, have an objective for the discussion and bring a copy of your paper or exam if you wish to discuss it.

### Privacy

To respect privacy laws, and the privacy of individual students, all grades will be distributed on OWL only. If a student wishes to discuss a grade, or review a test or paper, she must make an appointment with the professor to do so in person. To respect the privacy of each student, the professor may only discuss grades with the student in question. Please do not share or compare your grades. The professor cannot share information about another student's grades, so discussions comparing grades between students will not be entertained.

## 2016-17 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.htm>. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_illness.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf)

### 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html> )

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### 4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.westerncalendar.uwo.ca/2016/pg113.htm>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

**Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

**Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

**5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

**6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

**7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western [http://uwo.ca/health/mental\\_wellbeing/](http://uwo.ca/health/mental_wellbeing/) for information including a complete list of options about how to obtain help.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.