

Syllabus – BA Global Communication Studies



Vesalius College
Brussels

In affiliation with



Course Syllabus

CMM 341G MARKETING COMMUNICATION AND ADVERTISING IN GLOBAL CONTEXT

Number of ECTS credits: 6

Time and Place:

Monday 11:30 – 13:00

Wednesday: 11:30-13:00

Contact Details for Professor

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Office hours: Tuesday (2:30 - 4:25)

Thursday: (3 - 4:25)

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Course Prerequisites (if any):
CMM101

Course Description

The course surveys in an in-depth fashion the theoretical and structural models of marketing communication and aims to equip students with the tools necessary to create a coherent and fully integrated promotional campaign. Students will be actively involved in the design and implementation of various strategic communications approaches meant to target different publics on an international scale.

The global nature of advertising and marketing is given due consideration, thus allowing students to incorporate a series of culturally-driven elements and factors, thus gaining in the process a far better understanding of how and why these factors need to be taken into consideration when selling a product, a service or a media/culturally driven production. The course also focuses on the creation of public service announcements and will allow participants the opportunity to appreciate the art and craft of advertising in various fields – including political and tourism-related advertising - from a historical perspective..

Throughout the semester students will be given ample opportunities to significantly hone their copywriting skills and increase their mastery of storytelling as applied in a marketing context. A series of regular workshops will give students an opportunity to create visual art in relation to various campaigns. The inner workings and the evolving structure/organizational chart of an advertising agency will be discussed. The course will also take time to introduce and develop notions of visual rhetoric with a particular emphasis on the rhetoric of the image as defined by Roland Barthes.

Further Detail on Course Content

Students are expected to apply the theories, lessons and material presented or distributed throughout the semester in order to complete the major group assignment, namely the Media/Marketing Communication Plan for a major movie production to be promoted in a foreign market. A system is implemented to ensure that every student is strongly encouraged to contribute evenly and equally to the workload when completing assignment. Students who do not contribute equally in terms of quality and quantity will be assessed on a strictly individual basis.

Course Learning Objectives (CLO)

At the end of this course, students should be able to:

In terms of knowledge:

- Demonstrate their understanding of how the communication component plays a vital role in the conceptualization, development and ultimate success of a marketing campaign by describing and critically evaluating previous campaigns and applying theories to concrete cases
- Demonstrate their knowledge of how the overall strategy powerfully orients the tactics used throughout a given campaign
- Demonstrate a capacity to tweak and if necessary fundamentally alter a transnational campaign when called upon to localize a campaign by referring to intercultural dimensions and models.
- Gain an appreciation of how different media and platforms orient and impact the communication process

In terms of skills

- Use a budget appropriately when costing a Media-driven marketing Plan.
- Demonstrate effective oral presentation skills
- Demonstrate effective and integrative team-work

In terms of attitudes, students should develop in this course:

- A critical attitudes, which are necessary for “life-long learning”
- An attitude of open-mindedness and self-critical reflection with a view to self-improvement
- Sensibility towards the ethical dimension of advertising in its broadest sense (including rhetoric and persuasion)
- An open attitude towards intercultural team-work

LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK

(BA Global Communication Studies)

Summary: Advertising and Marketing Communication in Global Context

Number of assignments used in this course: 3

Number of Feedback occasions in this course (either written or oral): 5

Number and Types of Teaching Methods: 7

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
Have a thorough knowledge of scientific levels, types and components of (technologically mediated and not mediated) communication.				
Distinguish various media critically and thoughtfully, based on characteristics, audience, users, effects and applicability.	Demonstrates firm understanding of how media appeals to specific audiences in various cultural contexts and how to use communication tools to maximize the effectiveness of a Marketing Plan.	Lectures, articles, readings, websites, podcasts, simulations. Briefings	IMC Plan Presentations	Written and oral feedback from instructor Presentations, IMC Plan and mid-term exam
Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.				
Knowing and applying the most common qualitative and quantitative methods research in communication science.				
Contribute to the initiating, planning and executing basic and applied research around communicators, channels, messages or recipients, starting from a defined mission and report back to colleagues and laymen.				

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (testable learning objectives)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Instances of Feedback given to Student
Detecting and analyzing organizational and social communication processes to support troubleshooting.				
Know the structure, organization, operation and development of the media landscape and identify and assess their implications, in a communication strategy and policy context.				
Reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.	Develops an understanding of how social and, political factors (PEST Analysis) impact on the perception and credibility of the product/service/production being marketed	In-class discussion and debates, lectures, documentary	Student Presentations IMC Plan Final Report (SOSTAC)	Written and oral feedback on IMC Plan and Presentation(s) . Written feedback on Final Report
Assessing the impact of social, cultural, economic, psychological, technological, political, legal and other factors on communication processes.				
Apply and transfer of models, methods and theories from auxiliary sciences.				
Identify the ethical dimension of a comm. problem and to acknowledge different point of view.				
Communicate effectively and convincingly in oral and written form	Develop an understanding for the relationship between an agency and a client. Learn how to fully maximize the credibility of one's promotional plan	Simulations, briefings, in-class exercises	Workshop–related exercises, pitching sessions	Feedback from professor and students upon completion of in-class exercises and the 2 formal presentations
Demonstrate and develop effective intercultural competences and teamwork	Develop an appreciation for team work personal approach by listening and taking into account personality-cultural differences	Various combinations of students working in groups pending on nature of the assignment	In-class exercises and simulations	Feedback form professor and students

Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):

The course consists of regular oral/dialogical presentations by the professor, guest – speaker lectures as well as the notes and commentaries based on the readings from the textbook and the articles and material distributed material. Students are highly encouraged as a result to take copious notes and actively participate in the various discussions and debates that will be conducted throughout the semester. A week-by-week overview of the course readings can be found in the section below.

The syllabus, Power Point presentations and important messages will be uploaded to the Vesalius portal 'Pointcarré'. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as 'suggested readings' and 'additional sources' is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

Textbook:

Advertising and Promotion (An Integrated Marketing Communication Approach) by Chris Hackley (third edition). (*Publisher: Sage Publications*).

Recommended Reference books:

Marketing Communications: Brands, Experience and Participation by Chris Fill (*Publisher: Pearson*)

Marketing Communications: Offline and Online Integration, Engagement and Analytics by PR Smith and Ze Zook (6th edition, 2015) (*Publisher: Kogan Page*)

Film Marketing into the Twenty-First Century by Joel Augros and Cecilia Tirtaine (2015) (*Publisher: British Film Institute*)

Active Learning and Intensive 'Reading around the Subject': Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals in Communication Sciences: Communication Research; Communication Review; Communication Theory; European Journal of Communication; Human Communication Research; Info; Information Communication & Society; International Journal of Communication; Journal of Advertising; Journal of Communication; Journal of Computer-Mediated Communication; Journalism Studies; Mass Communication and Society; Media, Culture & Society; New Media & Society; Political Communication; Telecommunications Policy; Telematics & Informatics

For a complete list of top-ranked communication journals:
<http://science.thomsonreuters.com/cgi-bin/jrnlst/jlresults.cgi>

Further Journals Relevant for this Course:
The Journal of Integrated Marketing Communications
(jimc.medill.northwestern.edu)

Websites of Interest:

www.adweek.com

www.adweek.com

www.mediaweek.co.uk

www.journalofadvertisingresearch.com (membership fee required)

www.adbrands.net

www.ihavenaidea.org

www.ogilvy.com

www.cim.co.uk

www.warc.com (World Advertising Research Center – more than 400 winning and commented papers made publicly available from the IPA data bank)

www.hollywoodreporter.com

www.variety.com

www.efp.online.com

www.codescenter.com (International Chamber of Commerce /ICC Code)

Please note that the textbook is supported by a free companion website for students. Full, author-selected SAGE journal articles are accessible to help students engage with relevant research literature. Video links for each chapter can be accessed as well to help students become familiar with relevant examples. It is expected that the

students will visit study.sagepub.com/hackely on a weekly basis in order to supplement their chapter readings.

Work Load Calculation for this Course:

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours 'out of class' time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

Time spent in class: 3 hours per week / 45 hours per semester
 Time allocated for course readings: 3 hours per week / 45 hours per semester
 Time allocated for preparing and completing the Media Plan (IMC) Assignment
 2.5 hours per week /37hours per semester
 Time allocated for preparing oral presentation: 5 hours:
 Time allocated for preparing/revising for written Mid-term Exam: 15 hours in total
 Time allocated preparing/revising for written Final Exam: 20 hours in total

Total hours for this Course: 170 hours

Course Assessment: Assignments Overview

The students will be evaluated on the basis of their performance in the following assignments:

Midterm examination:	30%
Media Plan:	35% (30% IMC plan + 5% formal presentation)
Final Exam (Report)	35%
TOTAL:	100%

Grading Scale of Vesalius College

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

Letter grade	Scale of 100 (VeCo Grading Scale)	Scale of 20 (Flemish System)
A	85-100	17.0-20.0
A-	81-84	16.1-16.9
B+	77-80	15.3-16.0
B	73-76	14.5-15.2
B-	69-72	13.7-14.4
C+	66-68	13.1-13.6
C	62-65	12.3-13.0
C-	58-61	11.5-12.2

D+	54-57	10.7-11.4
D	50-53	10.0-10.6
F	0-49	0-9.9

Description of Activities, Grading Criteria and Deadlines:

IMC MEDIA PLAN (35% of final grade):

A small group assignment (average 4 students)

Students in groups of minimum 3 to maximum 5 will be responsible for conceptualizing and producing a comprehensive marketing communication and media plan meant to promote a cultural product (typically a US film distributed in a European “foreign” market). The general rule is to select a high-profile movie which will officially be released after the month of February 2018. Students need to follow the instructions/template given by the professor on a weekly basis in class in order to complete the work on time and ensure that all the constitutive elements of the plan are duly considered. It is imperative that students engage in research with regards to the media landscape of the foreign market they have selected as well as the costs involved in completing the media plan. Students are expected to propose and defend a plan within the constraints of a predetermined budget.

The number of students within the group impacts the number of pages that need to be completed. On average each student should be responsible for a total of 10 pages. In addition to the 10 pages, each student is responsible for completing 2 annexes and each annex should be around 900 words for a total of 1800 words. The full list of topics to be selected in relation to one of the annexes will be distributed in class. The contribution of each individual member of the group should therefore total between 15 /16 pages.

The Media Marketing Communication Plan should comprise the following elements

- 1) Preliminary Date (20 points)
- 2) Poster and trailers (15 points)
- 3) Budgeted Media Plan (50 points)
- 4) Timeline (5 points)
- 5) Annexes (10 points)

One of the two annexes to be completed by each student needs to focus on a particular social medium, such as Facebook, Twitter, Instagram, Reddit, Snapchat as well as YouTube or Vimeo.

Typically the social media annex should include:

- 1) A brief history of the social medium and its founders/creators
- 2) The business model underpinning the medium (monetization)
- 3) The target audience/ user profile of the selected medium
- 4) How to use the medium for above and below the line actions
- 5) The list of sources accessed (minimum 5)

ORAL PRESENTATION (formative exercise)

Students in small groups of 4 students will be tasked with doing a 25 minute presentation on a specific topic typically linked to the history and evolution as well as the social and practical aspects of advertising. Students should take full advantage of the visual aspect of advertising and use compelling visuals, videos and ads as part of their PowerPoint presentation. Students need to also hand in a copy of the presentation and complete a two page (bullet points allowed) summary of the main points of the presentation which they will eventually distribute to the rest of the class and the professor. In order to gain full points, copies of the 2 page summary need to be distributed on the day of the presentation (please note that in-class presentations can be used as a basis for a midterm/final exam question). Students should also hand in a hard copy of the Power Point slides to the professor.

Among the topics to select from, consider the following:

- 1) The Pioneers of Advertising (The First Creative Revolution)
- 2) Celebrity Endorsement / Marketing (US vs. Japan)
- 3) The Rise and Fall of Oliviero Toscani (The Benetton Case)
- 4) Music and Sound in commercials
- 5) Neuromarketing
- 6) Influential marketing
- 7) Political Advertising (US or UK)
- 8) Marketing Disasters
- 9) The Super Bowl Bonanza
- 10) Male or Female representation in advertising over three decades

MID-TERM WRITTEN EXAM (30%)

An exam contains up to 5 questions which cover the lectures, student presentations, in-class discussions, the articles and material distributed in class as well as the assigned readings and chapters in the textbook. No multiple choice questions are included. The goal of the exam is to ascertain that the students has mastered the relevant specialized vocabulary, is able to explain and reflect on the case studies discussed in class and that they have come to appreciate the possible cultural and media-related implications of the material studied throughout the semester. In a 300-level course students can expect an essay –type question to be part of the exam which will test their ability to expand and comment in a critical and intelligent fashion on an issue raised or inferred in the course. As a general rule, exams at 300-level test analytical and theory-application knowledge.

FINAL EXAM – INDIVIDUAL REPORT (35%)

The final exam will consist of an individual 10 to 12 page assignment which needs to be handed in on the day of the final exam (week 15). The main thrust of the exam revolves around conceptualizing and completing a fully integrated marketing communication plan in relation to promoting either 1) a foreign language film on the United States or the United Kingdom or 2) conceptualizing an original event that will promote a particular nation abroad (cultural and tourism marketing). In both cases, students will need to explain in a detailed fashion how they intend to promote the movie or event in question in a foreign market by making full use of the SOSTAC Plan model. The movie or event selected needs to be pre-approved by the professor. Specific information regarding the structure of the final exam individual report will be provided in class and will be one of the major elements discussed after week 7 (mid-term week)

Please note that both the IMC Plan and the individual Final Exam Report are meant to represent a major opportunity for students - be it in a small group setting or on an individual basis - to conceptualize, propose and defend a fully integrated marketing communication plan. The nature of both these aforementioned assignments means that to a degree at least, students are asked to fill in the blanks so to speak in relation to a number of possible set criteria used to complete the Plan/Report. The assignments will require a number of skills ranging from the strategic to the creative while strictly operating within a realistic budget. This in turn precludes the usage of a standard rubric for the whole assignment in so far as there are a number of sections within the IMC plan that can only be assessed on a purely subjective basis (creativity, originality...) and that every choice made specifically in the preliminary data section of the IMC Plan for instance, ultimately impacts on the overall standing and quality of the Plan itself.

Each movie is a prototype, which means that the template you are asked to complete for the IMC Plan is broadly standardized and can therefore be used for any other film production being distributed in a given target market. Ultimately, it is the strategic and creative choices that you will make that will determine the overall coherence and quality of the plan or report.

Still, there are a number of objective elements and criteria that can be used to determine the quality of your output: These include:

- 1) The strength, coherence and pertinence of the official positioning of the campaign and how in turn this needs to logically impact and orient your campaign.
- 2) The quality, originality and pertinence of the visual elements of the campaign (posters, trailers, banners etc.)
- 3) The coherence and effectiveness of the time-line.
- 4) The amount of information provided with regards to budget and media costs.
- 5) The level of integration with regards to both the marketing and communication aspects of the campaign.

The following grid will help students understand how the IMC Plan needs to be completed and how the points will be allocated.

1. PRELIMINARY DATA

5 points / A: The Preliminary Data (PD) section of the Plan is thorough and all the 25+ criteria have been duly and correctly filled out. All necessary information is presented in the requested sequential order and logical fashion. The Positioning Statement is excellent/outstanding and provides a clear indication of how the actual Media Plan will/should unfold.

4 points / B: Overall, the PD section correctly and effectively addresses the 25+ criteria. Some minor omissions and imprecisions. Information is provided in a satisfactory sequential and logical manner. The Positioning Statement is quite solid.

3 points / C: The PD meets the basic requirements for this assignment. Some major imprecisions and/or missing criteria affect the cohesiveness and sequencing of the PD. The Positioning Statement is satisfactory.

2 points / D: The PD section contains major flaws and imprecisions. A significant number of major criteria are missing, incomplete or wrongly filled out. The Positioning Statement is far too generic to provide the necessary overview of the Media Plan to follow.

0-1 point / F: The student fails dramatically to complete a coherent PD section. The Positioning Statement is poorly written or missing altogether.

2. POSTERS AND TRAILERS

5 points / A: The original posters and the trailer are professionally executed and perfectly illustrate the criteria indicated in the PD and in particular the Positioning Statement. The report clearly and effectively indicates the rationale for the artistic / visual and text-based choices made with regards to the key art and duly considers visual rhetoric codes.

4 points / B: The posters are, with a few exceptions, well-made and provide a solid enough orientation with regards to the general Marketing CMM orientation of the campaign. Overall, students can provide a rationale for the artistic / visual choices they made and can justify said choices by demonstrating a solid understanding of visual codes.

3 points / C: Posters and trailers are produced / executed in a far too generic or unmemorable fashion and lack coherence in relation to the indications provided in the PD. The explanations provided in the report for the artistic / visual choices are poor and fail to demonstrate an ability to incorporate the information provided in the in-class visual rhetoric series of lectures.

2 points / D: The posters and trailers are produced / executed in a far too generic or unmemorable fashion and lack coherence in relation to the indications provided in the PD. The explanations provided in the report for the artistic / visual choices are poor and fail to demonstrate an ability to incorporate the information provided in the in-class visual rhetoric series of lectures.

0-1 point / F: The posters and the trailer and poorly executed or missing altogether. They fail the basic test of being both informative and appealing.

3. MEDIA PLAN

5 points / A: Excellent / outstanding Media Plan containing a grand total of at least 75 criteria across the three strands of a standard Media Plan. The selected criteria which have been completed are duly and correctly completed and fully coherent in relation to the PD. All the criteria selected are accurately budgeted for.

4 points / B: Solid Media Plan containing at least 50 completed criteria out of the possible 100+ that are listed. Most of the criteria selected are adequately budgeted for. Overall, students have a solid grasp of the media landscape of the target market selected.

3 points / C: Adequate Media Plan containing at least 35 completed criteria. The criteria selected often lack clear indications regarding costs. Students have a satisfactory / basic grasp of the media landscape of the country selected.

2 points / D: Major flaws and imprecisions in the Media Plan. Number of criteria selected and correctly completed is below 30. Costs are barely indicated or taken into account. Students have a limited / poor grasp of the media landscape of the country selected.

0-1 point / F: The Media Plan is wholly inadequate and provides little or no sense of how the Media Plan is meant to ultimately unfold. An insufficient number of criteria have been considered and correctly filled out (less than 20). Costs for the selected criteria are missing or incorrect.

4. TIMELINE

5 points / A: Excellent / outstanding management of the actual Media Plan on a time horizon scale. The time management of the campaign is effective and structured for maximum impact. The major “beats” of the campaign are presented in an effective and professionally looking visual. Clear and explicit time references are provided with regards to the actual launching of the various major advertising and publicity actions undertaken.

4 points / B: Overall, a solid and most satisfactory management of the various “beats” of the marketing communication campaign. The time line visual is clear and concise and provides the necessary information to get a sense of how the actual campaign will unfold from start to finish.

3 points / C: Poor management of the various “beats” of the campaign. Major elements are missing. The timeline visual is merely adequate / unfocused.

2 points / D: Poor management of the various “beats” of the campaign. Major advertising elements are missing. Very crude / basic visualization of the actual timeline.

0-1 point / F: The timeline visual fails dramatically to provide the basic indications regarding how the various “beats” of the campaign will be managed.

5. ANNEXES

5 points / A: The two annexes follow the template indicated in the syllabus with regards to the expected content and structure of the said annexes. Relevant and high quality sources are indicated. The focus group questionnaire – and its attendant results – is excellent.

4 points / B: Overall, the annexes follow the instructions provided in the syllabus in terms of content and structure. Adequate sources are provided. The questionnaire is solid / most satisfactory

3 points / C: Annexes are merely adequate and lack sufficient relevant information. Sources are poorly selected. The questionnaire is basic / generic.

2 points / D: Annexes are far too basic / unsatisfactory and provide no added or practical value to the Marketing CMM Plan. Limited or complete lack of information regarding the questionnaire and feedback.

0-1 point / F: The annexes are very poorly written and fail to add any value to the overall plan. The focus-group questionnaire is poorly executed or missing altogether.

Rubrics: Transparent Grading Criteria For Each Assignment

The following criteria will be applied in assessing your written work:

- A. Ability to fully and effectively incorporate all the various and relevant criteria, dimensions and factors when completing a media plan.
- B. Ability to master the specialized language associated with communication marketing, including descriptive language referring to visual rhetoric.
- C. Ability to think and implement a truly strategic and clearly positioned marketing communication plan

Grading form for written assignments (more than 10% of the final grade)

This grading form is used to assess the essay type question on exam.

	A	B	C	D	F
Accuracy	The author pertinently & succinctly addresses the question	Overall, the answer accurately addresses the question. Some minor omissions or imprecisions	Brief description	Major flaws, imprecisions	The answer sheet is left in blank or the answer fails dramatically to address the question
Completeness	The answer correctly addresses all aspects & angles of the question & provides an answer with an excellent level of detail	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is incomplete & fails to address the question	The answer is left in blank or fails dramatically to address the question
Evidence of Reading	Excellent reference to & application of major course material	Good reference to & application of major course material	Average reference to & application of major course material	Little reference to & application of major course material	The answer lacks any critical reflection & independent thought
Critical Thinking	The answer demonstrates an excellent level of critical thinking & an original application of independent thought	The answer highlights a good level of critical thinking & independence of thought	The answer shows some evidence of critical thinking & independent thought	The answer does engage only to a very limited extent critically with facts & literature & shows little evidence of independent thinking	The answer lacks any critical reflection & independent thought
Structure of the Answer	The essay is well structured, with a clear introduction, detailed main body, with a logical flow of arguments and strong conclusion	The answer has a good structure, with an introduction, main body, good flow and conclusion	The answer is generally structured, but does not include a clear introduction, logical flow in the main body or conclusion	The answer is largely unstructured, but shows some evidence of an intro, main body & conclusion	The answer lacks sufficient structure

Grading Form for Presentation – this grading form will be used for the formal presentation of the IMC plan

	Superior	Proficient	Poor	Unsatisfactory
Factual information	Used many facts to support all arguments	Used some facts to support all arguments	Used few facts to support arguments	Did not present facts to support arguments
Comprehension	Demonstrated thorough understanding of information	Some minor omissions or imprecisions	The answer sufficiently addresses the question	The answer is left in blank or fails dramatically to address the question
Persuasiveness	All arguments were logical & convincing	Most arguments were logical & convincing	Some arguments were logical & convincing	Few arguments were logical & convincing
Informational Value	The information provided is of very high or superior quality	The quality & relevance of the information provided is satisfactory	The quality & relevance of the information provided is poor or insufficient	The quality & relevance of the information provided is decidedly substandard
Delivery	Communicated clearly & confidently; maintained eye contact; excellent voice inflection & delivery rate	Communicated clearly; frequent eye contact; good voice & delivery rate	Seldom communicated clearly; poor eye contact; poor voice & delivery rate	Failed to communicate clearly; no eye contact; monotone delivery
Rebuttal	Addressed all audience's questions	Addressed most of audience's questions	Addressed some of audience's questions	Did not address audience's questions
	100 / 100	75 / 100	50 / 100	25 / 100

Course Policies

Late papers will not be accepted unless there is serious legitimate reasons. Provision of a signed medical note is required and notice must be given prior to the deadline. Only a hard copy of the written assignment(s) will be considered acceptable. No electronic copies will be corrected.

Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section "Avoiding Plagiarism" in the College Catalogue for further guidance.

Turnitin (when applicable)

All written assignments that graded and count for more than 10% towards the final course grade need to be submitted via the anti-plagiarism software Turnitin. You will receive from your professor a unique password and access code for your Class.

Course Schedule (Overview)

Week 1	Monday 22 January Session 1	Introduction to the Course and Overview of Course and Requirements
	Wednesday 24 January Session 2	IMC Plan: Preliminary Data (i)
Week 2	Monday 29 January Session 3	IMC Plan: Preliminary Data (II)
	Wednesday 31 January Session 4	IMC Plan: Preliminary Data (III)
Week 3	Monday 5 February Session 5	IMC Plan: Preliminary Data (IV)
	Wednesday 7 February Session 6	IMC Plan: Promotion
Week 4	Monday 12 February Session 7	IMC Plan: Publicity (I)
	Wednesday 14 February Session 8	IMC Plan: Publicity (II)
Week 5	Monday 19 January Session 9	IMC Plan: Publicity (III)

	Wednesday 21 January Session 10	IMC Plan: Advertising (I)
Week 6	Monday 26 February Session 11	IMC Plan: Advertising (II)
	Wednesday 28 Session 12	IMC Plan: Time-Line(s)
Week 7 Mid- term Week		REVISION SESSION
		Mid-Term Exams
Week 8	Monday 12 March Session 13	SOSTAC Plan (I)
	Wednesday 14 March Plan Session 14	SOSTAC PLAN (II)
Week 9	Monday 19 March Session 15	SOSTAC Plan : Tactics
	Wednesday 23 March Session 16	Tourism campaigns
Week 10	Monday 26 March Session 17	IMC PLAN PRESENTAION
	Wednesday 28 March Session 18	IMC PLAN Presentation
	Spring Recess – 2nd April to 13th April 2018 – NO CLASSES	
Week 11	Monday 16 April Session 19	Organizing Exhibitions, Conferences and Events (I)
	Wednesday 18 April Session 20	Organizing Exhibitions, Conferences and Events (II)
Week 12	23 April Session 21	Political Ads (USA) (I)
	25 April Session 22	Political Ads (USA) (II)
Week 13	Monday 30 April Session 21	Documentary: Art and Copy (I)
	Wednesday	Documentary : Art and Copy (II)

	2 May Session 22	Debate: The strengths, dangers and limits of advertising
Week 14		Revision
		Revision
Week 15		FINAL EXAMS

Detailed Session-by-Session Course Outline

Week 1, Session 1 (Monday, 22 January 2018):

Introduction to the Course and Overview of Core Requirements.

Reading:

None.

Week 1, Session 2 (Wednesday, 24 January 2018):

Creating a fully integrated Marketing Communication Plan: Preliminary Data (I)

Reading: (textbook) Chapter 1: Introducing Advertising and Promotion

Compulsory:

- a) American Advertising: A Brief History (historymatters.edu)
- b) Gail Tom, A. Eves (1999): The Use of Rhetorical Devices in Advertising (available online: www.gandriic.com)

Guiding Questions:

1. How does one maximize the likelihood of creating an effective campaign?
2. What are the constitutive elements of an effective 30 second commercial?

Week 2, Session 3 (Monday, 29 January 2018):

Creating an Integrated Marketing Communication Plan: Preliminary Data (II)

Reading: Chapter 2 Theorizing Advertising:

Compulsory:

- a) The Clio Awards 2017 Winners Archive (www.adforum.com)

Further Reading:

Guiding Questions:

1. How does one calculate the financial potential of a movie (including its post-theatrical value/ ancillary markets)?
2. How does one calculate a promotional budget and how best should it be allocated (advertising/publicity/promotion)?
3. How can one best pitch an idea/concept for a commercial?

Week 2, session 4 (Wednesday 31 January):

Creating an Integrated Marketing Communication Plan: Preliminary Data (III)

Student small group presentation

Workshop: Posters: visual rhetoric and constitutive elements

Assignment: Select 3 award-winning product and /or service pieces of key art and be prepared to present and discuss them in class

Recommended:

Siu Yu Hsu and Gina G. Barker (2013): individualism and Collectivism in Chinese and American Television and Advertising, *International Communication Gazette*, 75 (8): 695-714

Guiding Question:

- 1) How does semiology help us decode and interpret signs and symbols in advertising?
- 2) What are the constitutive elements of a poster and of a key art piece?

Week 3, session 5 (Monday 5 February 2018):

Creating an Integrated Marketing Communication Plan: Preliminary Data (IV)

Reading: Chapter 3: The Brand and Integrated Marketing Communications Planning

Student small group presentation: Celebrity Endorsement

Recommended:

Yasim Kaptan (2013) "We Just Know!": Tacit knowledge and knowledge production in the Turkish advertising industry, *Journal of Consumer Culture*

Guiding Question:

- 1) How does one fashion an effective positioning statement?
- 2) What are the constitutive elements of a Media Plan?

Week 3, session 6 (Wednesday 7 February 2018):

Creating an integrated Marketing Communication Plan: Promotion

Student small group presentation

Workshop: creating visual art (key art)

Guiding Question:

- 1) How does the promotional strand of the Media Plan help raise awareness of a film or product?
- 2) How ethical is the usage of product placement in audio visual productions?

Week 4, session 7 (Monday 12 February 2018):

Creating an Integrated Marketing Communication campaign: Publicity (I)

Reading: Chapter 4: Advertising Agencies – Organising Creative Work

Guest Speaker: Michael Heslop, advertising and marketing professor at the European Communication School in Brussels and Toulon (France) (ECS)

Compulsory:

Hackley A. R. and Hackley, C (2013) : Television Product Placement Strategy in Thailand and the UK, *Asian Journal of Business Research*, 3 (1): 97-110

Week 4, session 8 (Wednesday 14 February 2018):

Creating an Integrated Marketing Communication Plan: Publicity (II)

Reading: Chapter 5: Strategy and Creativity

Student small-group presentation: Standardization vs. Localization

Compulsory:

Loo, BK. and Hackley, C (2013) Internationalisation strategy of iconic Malaysian high fashion brands, *Qualitative Market Research: An International Journal*, 16 (4) 406-420

Recommended:

McGovern, G. (2014) *Customer-centric and easy-to-use is the new business model (The Alibaba Story)* Gerry McGovern, *New Thinking* 18 May

Guiding Question:

- 1) How and why is the publicity strand becoming more popular over the years compared to advertising?
- 2) What are the opportunities and pitfalls of international/ standardized campaigns?

Week 5: session 9 (Monday 19 February 2018):

Creating an Integrated Marketing Communication Plan: Publicity (III)

Reading: Chapter 6: Promotional Media in the Digital Age

Student small group presentation/ The Super Bowl Bonanza

Compulsory:

Kawashima, N (2006): Media advertising agencies, media and consumer market: the changing quality of TV advertising in Japan, *Culture and Society*, 28: 393-410
World Economic Forum – 3 great forces changing China's consumer market (online/ www.weforum.org)

Week 5, session 10 (Wednesday 21 February 2018):

Creating an integrated Marketing Communication plan: Advertising (I)

Reading: Chapter 7: Non-Advertising Promotion

Student small group presentation (TBD)

Workshop: How to create an effective trailer: concept, storytelling and pitching

Week 6, session 11 (Monday 26 February 2018):

Creating an Integrated Marketing Communication Plan: Advertising (II)

Student small group presentations (last week)

Compulsory:

Fan Yang (2014) China 'fake" Apple Store: branded space, intellectual property and the global culture industry, *Theory, Culture and Society*, doi: 0263275413504971

Guiding Question:

- 1) Should collectivist countries be constrained to abide by the laws and regulations of international treaties such as the WTO?
- 2) How important should the ethical dimension be in the context of global advertising and promotion?

Week 6, session 12 (Wednesday 28 February 2018):

Creating an Integrated Marketing Communication Plan: Timeline

Student small group presentations (last week)

Reading: Review chapters 1 to 7 in the textbook in preparation for final exam

Guiding Question:

How can one best ensure that any IMC plan is effectively structured in terms of its objectives, strategy and tactics

Week 7

MID-TERM EXAM

Please note that the exact date for mid-term exam will be determined pending on the material covered till the 12th session of week 6. A definite date for the exam will be made known by session 11 of week 6.

The mid-term exam will take place during one of the two regularly scheduled classes (Monday or Wednesday). The mid-term exam covers material seen throughout the 12 previous sessions.

Week 8, session 13 (Monday 12 March 2018):

Creating a SOSTAC Plan (I)

Reading: Chapter 8: International Advertising

Compulsory:

Peter Shields (2014): Borders as information Flows and Transnational Networks, *Global Media and Communication*, 10 (1): 3-33.

Ping Shaw and Yue Tan (2014): Race and masculinity: a comparison of Asian and Western models in men's lifestyle magazine advertisements, *Journalism and Mass Communication*, Quarterly, 91 (1): 118-38.

Guiding Question:

How is convergence fundamentally changing the way marketing communication professionals approach their tasks?

Week 8, session 14 (Wednesday 14 March 2018):

Creating a SOSTAC PLAN (II)

Reading: Chapter 9: Advertising and Promotion

Workshop: Case studies and briefings requiring the usage of the SOSTAC model

Week 9, session 15 (Monday 19 March 2018):

Creating a SOSTAC PLAN (II)

Reading: Chapter 10: Research in Advertising

Compulsory:

Jos Hornickx, Frank van Meurs and Anja de Boer (2010): English or a local language in advertising? English slogans in the Netherlands, *Journal of Business Communications*, 47 (2): 169-88
(article available on the textbook website).

Week 9, session 16 (Wednesday 23 March 2018):

Workshop: developing / presenting and selling the creative aspect(s) of the tactics enumerated in the week 9, session 16 workshop

Simulation: Students will be working in small groups on a tourism-driven campaign and presenting all the creative elements associated with the campaign (poster, commercial and copy)

Week 10, session 17 and 18 (24 - 28 April 2018):

Formal presentation of the Film Media Marketing Plan (35% of the final grade)

The various small groups will be presenting and defending their marketing communication plan in class. Presentations will immediately be followed by a Q&A session, lead by both the professor and the students who will play the role of clients. It is expected that each student in the group will have participated in the presentation for at least 5 minutes. The total amount of time allocated for the actual presentation should not exceed 25 minutes and the Q&A session should not last more than three minutes.

SPRING RECESS / EASTER BREAK Academic Holiday (2 – 13 April 2018)

Week 11, session 19 (Monday 16 April 2018):

EXHIBITIONS AND EVENTS (I)

Reading: Exhibitions and Events, Conferences and Events (chapter distributed in class on week 11)

Lecture: The Challenges and Obstacles inherent in distributing a European film production in an Anglo-Saxon territory

Guiding Question:

How can foundational stories be harnessed in order to solidify brand identification and/or engender a favourable impression of a brand?

Week 11, session 20 (Wednesday 18 April 2018):

EXHIBITIONS AND EVENTS (I)

Workshop: Excellence in Copywriting and Advertorial (practical exercises)

Week 12, session 21 (Monday 23 April 2018):

Lecture: Political ads (USA) from the Fifties onwards

Week 12, session 22 (Wednesday 25 April 2018):

Workshop: Political ads – message and slogans

Week 13, session 23 (Monday 30 April 2018):

Documentary: Art and Copy

Week 14, session 24 (Wednesday 2 May 2018):

Documentary: Art and Copy

Week 14, session 25 (Monday 7 May 2018):

Revision

Week 14, session 26 (Wednesday 9 May 2018):

Revision

Week 15

FINAL EXAM