

**School for New Learning
DePaul University
Course Syllabus: AI 284 “Brave New World of Marketing Communications”
Winter 2010—Loop Campus**

1. General Information

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Office hours are before and after class and by appointment

Location: Loop Campus
Dates/Time: January 5—March 16, 2010
Credit Hours: 2 per competence (up to 4 credits)

2. Course Description

This course will help students understand and successfully navigate through the brave new world of marketing communications and advertising—a world of segmented audiences, fragmented media channels, technology and interactivity, social networks, gaming, on email marketing and where brand building has emerged as a business imperative. Students will learn which principles of traditional marketing communications are in, which are out and the new ones that have emerged. The course will also explore the impact new media is having on the values and beliefs of Americans. We will read books and articles; examine the internet, ecommerce, experiential marketing, blogging, podcasting and branded entertainment. Through the process of creating marketing communications programs utilizing these channels, students will also gain skills in collaborative learning and creativity.

Dorothy is President of DJB Communications Group, Inc., a communications strategy and planning firm that helps clients communicate more effectively with their key audiences and grow their businesses. She has spent more than 25 years in advertising and marketing, on both the advertising agency and client side. Dorothy has a Masters Degree in Advertising from the Medill School of Journalism and a B.A. Degree in English from Northwestern University. A lifelong learner herself, Dorothy has completed the course work for her MLS degree from DePaul; she continues to take graduate level courses in communications and media studies to further her knowledge in a changing world. She also teaches advertising in the College of Communication and marketing in DePaul's Center for Continuing Education Program.

3. Competencies

- FX: Can understand the new world of marketing communications and create marketing programs that leverage new media options.
- A5: Can define and analyze a creative process.
- H2G: Can evaluate the role and impact of mass media or technology on society..
- S3F: Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.

4. Outcomes

FX: Can understand the new world of marketing communications and create marketing communications programs that leverage new media options.

1. Can understand how marketing principles have evolved with the availability of new media channels.
2. Can understand and is conversant in how new media channels can be used as marketing communications channels for corporations, not-for-profits, and politics.
3. Becomes knowledgeable about the latest trends in new media, as well as marketers' successes and challenges in using new media.
4. Can create marketing communications programs using new media exclusively to launch a new product.

A5: Can define and analyze a creative process.

1. Can define the concept of creativity.
2. Can identify, analyze and describe the components of a creative process in creating marketing communications programs using new media.
3. Can apply the creative process to create marketing communications programs using new media.

H2G: Can evaluate the role and impact of mass media or technology on society.

1. Can understand the societal ramifications of new media in shaping culture, life experience and opportunity.
2. Can express how new media impacts identity formation, race, gender, social class, sexuality, cultural citizenship and democratic participation, as well as people's values and behaviors.
3. Can articulate how corporations, not-for-profits and politicians are using new media to further their goals and agendas.

S3F: Can analyze the integration of new technology into a specific field of human endeavor from at least two perspectives.

1. Can articulate how new media channels are impacting the world of business and politics.
2. Can understand the impact that new media has on personal relationships.

5. Learning Experience

This course is designed as an interactive learning experience, where students and the instructor learn from one another. Active dialog will center around the readings and DVDs on the subject, as well as examining marketing communications via the web and other new media channels. Students will work together in teams to create marketing communications campaigns using new media channels such as the web, experiential communications and social networks. Students will also write 2 papers and submit 3 reading assessments. Extra credit is available for students who bring in samples of new media to share with the class. Instructor lectures will be kept to a minimum.

Students should anticipate spending approximately 5-7 hours per week on required readings and coursework.

One book is required for the course:

Scott, David Meerman. The New Rules of Marketing and PR: How to use news releases, blogs, podcasting, viral marketing and online media to reach buyers directly. Hoboken, New Jersey: John Wiley and Sons, Inc. 2007.

There are several other sources that are required reading and that will be available on electronic reserves. The e-reserves site includes chapters from books; articles from magazines and information from websites; e-zines; and e-newsletters. The great majority of these readings are 1-3 pages long; there are a few book chapters and white papers that are longer. They can be found at <http://eres.lib.depaul.edu/eres/coursepage.aspx?cid=2849>. The password, if asked, is ai284.

Students missing more than two classes of our ten week course will not have met the requirements for a passing grade and will be asked to drop the class. I expect students to come to class ready to discuss the weekly readings and participate in class discussions. One of the best ways to prepare for these discussions is to identify 3 or 4 key points the author is making in each chapter and then connect your life experience and/or your competencies to these points. I expect students to be in class on time, and to remain until class ends.

6. Evidence the Student will Submit

Students demonstrate competence through 6 types of evidence: class participation, class attendance, new media analytical paper, 3 short reading assessments, 1 group project and 1 reflection paper. Students' participation and written evidences must demonstrate development toward achieving the outcomes of their competencies. Specific assessment criteria for each type of evidence are specified as follows (points are given per competence):

Class Participation (100 total points: 10 points per session). Students' participation will be assessed by how well contributions demonstrate development of competencies, the breadth and depth of insights on the reading, relevant experiences with new media, and the frequency of contributions. A range of opportunities to participate in class include seminar-like class discussions, small in-class reading groups and engagement in the group project. Students' in-class participation will be assessed on a weekly basis. The learning outcomes from class participation are as follows:

- Sharpen verbal communications skills
- Learn from the insights and experiences of others
- Make connections between one's idea and the ideas of others
- Develop skills in analysis, collaboration and critical inquiry

Class Attendance (100 total points; 10 points per session; 30 bonus points for attending all 10 classes). The class experience is critical to learning, so attendance is crucial. Students have the opportunity to receive bonus points for attending all class sessions. As stated in the Learning Experience section, students missing more than 2 classes will be asked to drop the course.

Extra Credit (30 points) Students will have an opportunity to earn extra credit by bringing in a sample of how advertisers are using a new media channel to promote their product or service. Ideas include: web sites, blogs, podcasts, games, video, etc. Students will create a 5 minute presentation for the class, walking them through the media example and sharing observations about whether or not the new media example is effective in promoting the product.

New Media Analytical paper (160 points total) This first paper is an analytical paper, where the student will examine a new media channel in some detail, how it is currently being used to market products and services, and opportunities for its future uses in marketing. The paper should be 5-6 pages in length and include at least 4 academic sources. The learning outcomes from the analytical paper are as follows:

- Know how to think through ideas through writing
- Understand how to communicate more effectively
- Improve and refine written communication skills
- Develop skills in analysis, research and critical inquiry

3 Reading Assessments (120 total points; 40 points per assessment) Students will demonstrate their understanding of the readings through a series of 3 short reading assessments. Students will answer 8-12 questions about the readings for the evening. Answers are expected to be no more than 3-4 sentences per question. The learning outcomes from the reading assessments are as follows:

- Improve comprehension of written material
- Develop the ability to synthesize information
- Identify and retain the key points of a written piece
- Understand the information more deeply, so the student can communicate it more effectively in class discussions

1 Group Project (260 points) Students will work in small groups to create a communications campaign for an imaginary product. Students will learn to how to research an audience, as well as utilize their creativity to develop a new product and a campaign using only new media. For example, students may design a website, create a podcast, develop an event or a mobile experience as ways to promote their new product. The campaign will be presented to the entire class in the last class session. The learning outcomes from the group project are as follows:

- Hone analytical and creative skills
- Learn how to create marketing communications programs using new media
- Improve collaboration skills and learn from the strengths of others on the team
- Improve presentation skills

Reflection Paper (200 points) This paper should be tailored to students' interests and related to the competencies in which the student has enrolled. This paper should reflect on what the student has learned throughout the quarter in class and through additional outside research. A project proposal will be due in the sixth week of class. Students may write separate papers for each competence, but students should consider combining their competencies into a longer paper. My expectations are that students would have a minimum of 5 pages per competence, in order to do the subject matter justice. Some thought starters on paper ideas will be provided during the second week of class. The learning outcomes from the reflective paper are as follows:

- Understand how to connect learning to competencies
- Know how to think through ideas through writing

- Improve and refine written communication skills
- Develop skills in research and reflection

For both papers, in the case of a dire emergency, a one week extension will be granted; however the student needs permission from me in writing prior to the original due date. A late paper will not be accepted unless permission has been granted by the instructor and a paper submitted after the agreed-upon extension will not be accepted.

Technology Assisted Learning Policy:

You are welcome to use computers to take notes in class. However, if I find that you are using a computer for another purpose you will have to take notes by hand for the remainder of the course. **Use of sidekicks, blackberries, playing games on your cell phones, text messaging and other distracting technology-based activities during class are not allowed. If you are found using these devices in class, you will be marked absent. Silence your cell phones before class begins.**

DePaul University Academic Integrity Policy

The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else’s. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one’s own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another’s work or ideas without proper acknowledgement.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

7. Criteria for Assessment

For the New Media Analytical Paper, you will be expected to demonstrate evidence of the following:

1. Organization. Clear thesis statement, logical development of argument, well structured paragraphs.
2. Analysis: Ability to analyze the key points the authors are making.
3. Clarity: Ability to communicate these ideas clearly and effectively, using relevant examples.
4. Stylistics: Logical sentence structure, grammar and punctuation; careful proofreading; appropriate documentation of sources.

The group presentation will be evaluated on the basis of the following:

1. Content. A clear and concise presentation of the work that accurately fills the requirements of the assignment.
2. Creativity: Evidence that the student(s) used creative approaches in their presentation.
3. Stylistics. The ability to present the content in an engaging way that captures the attention of the class.

The 3 reading assessments will be graded based on accurately answering the questions that are asked.

Reflection papers will be evaluated on the basis of the following:

1. Content: A detailed and insightful discussion of the chosen topic, using

- examples and support from course readings, class discussion, personal experience and outside research.
2. Organization. Clear thesis statement, logical development of argument, well structured paragraphs.
 3. Stylistics: Logical sentence structure, grammar and punctuation; careful proofreading; appropriate documentation of outside sources.

Grading

The total points possible for each competence are:

100 points	Class Participation
100 points	Class Attendance
30 points	Bonus points for attending ALL classes*
30 points	Extra credit for a short presentation on how advertisers are using a specific media channel
160 points	New Media Analytical Paper
120 points	Reading assessments (3 total)
260 points	Group Project
200 points	Reflection Paper

1000 points	Total

To assign grades, the following grading scale and University grading standards will be used. (Partial percentage points will be rounded up to the nearest whole percentage point.)

A	940 to 1000 points	C+	770 to 799 points
A-	939 to 900 points	C	740 to 769 points
B+	870 to 899 points	C-	700 to 739 points
B	840 to 869 points	D+	670 to 699 points
B-	800 to 839 points	D	640 to 699 points
		D-	600 to 639 points
		F	590 points or less

A	Accomplished the stated objectives of the course in an EXCELLENT manner
B	Accomplished the stated objectives of the course in a VERY GOOD manner
C	Accomplished the stated objectives of the course in a SATISFACTORY manner
D	Accomplished the stated objectives of the course in a POOR manner
F	Did not accomplish the stated objectives of the course
IN	Temporary grade indicating that the student has a satisfactory record in work completed, but for the unusual or unforeseeable circumstances not encountered by other students in the class and acceptable to the instructor is prevented from completing the course requirements by the end of the term. The student must request this grade from the instructor by submitting the form, "Contract for Issuance of an Incomplete (IN) Grade available on the SNL Web Site. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, a remaining IN grade will be completed after the grace period has expired. Instructors may not change IN grades after the end of the grace period without the SNL Exceptions Committees permission.
PA	Passing achievement in a pass/fail course. (Grades A through D). Students who take this course pass/fail must request this option from the instructor. Students who request pass/fail grading cannot revert to A-F grading.
W	Automatically recorded when the student's withdrawal is processed after the deadline to withdraw without penalty, but within the stipulated period.
WA	Administrative withdrawal, assigned by someone other than the student, whether within or outside the stipulated period of withdrawals.

- WN Administrative withdrawal for no-shows, to indicated a student who was admitted, registered for one term of classes, but never actually came to DePaul.
- FX Student stopped attending course. This is an apparent withdrawal. The grade can be changed to a W, WA or WN. If not administratively removed, it is scored in the grade point average the same as an F. Students should contact their college office to initiate the request to amend an FX grade. An FX grade may not be changed if it has remained on the student's record beyond 12 months except in extraordinary circumstances.

Brave New World of Marketing Communications

Date	Topics	Assignment for This Week	Written Assignment Due
January 5	Introduction	The Persuaders DVD (in-class)	----
January 12	Changing the Rules of PR and Marketing	Scott 1-3 <i>E Reserves: Bianco, Jaffe, Anderson, Kim</i>	First reading assessment
January 19	Blogs and Blogging; Creativity	Scott 4,17 <i>E Reserves: von Oech, Richards and Weston</i>	----
January 26	News Releases; Reaching the Media; New Media's Impact on the Self	Scott 5,14,16 <i>E Reserves: Gackenbach, Clark and Alter</i>	New Media Analytical Paper
February 2	Forums; Podcasting and Video; Wikis, Viral; Websites	Scott 6,7,9,18 <i>E Reserves: Haygood, Hamp (1/08)</i>	Second reading assessment
February 9	Social Networking Sites; Search	Scott 19-20 <i>E Reserves: Akamai white paper, Klassen, Hoffman, Fernando, Brodesser-Ackner, Ante</i>	Reflection paper
February 16	Gaming; Branded Entertainment; Email Marketing; Word of Mouth Marketing; Experiential Marketing	<i>E Reserves: Bulik (2 articles) High, Hamp (8/08) Baggott, Sernovitz, Sloan, Pine and Gilmore</i>	----
February 23	Planning; Thought Leadership; New Media's Impact on Culture	Scott 10-11 <i>E Reserves: Lee, Pew Report: Teens and Social Media</i>	Third reading assessment
March 2	Writing for Buyers; Web Content; New Media's Impact on Business	Scott 12-13 <i>E Reserves: Pew Report: Online Shopping,</i>	Reflection paper
March 9	Online Media Room; New Media's Impact on Politics; Wrap Up	Scott 15 <i>E Reserves: Horrigan, Pew Report: 2008 Election Final Group Presentations</i>	
March 16	No class	Reflective Paper Rewrite	

Note: Instructor reserves the right to move the schedule back a week, should any business travel be required during the course of the quarter.

Addenda

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]