

# Integrated Marketing Communications

---

## Course Information

## Assessment

## Policies

## Course Expectations

## Course Information

### Course Description

This course will introduce you to the concept of Integrated Marketing Communications (IMC) which is the approach that more and more marketing and communications professionals are using to face the biggest challenges in the contemporary market place. An increased rate of advertising clutter in most traditional media, the rapid growth of the internet, a more product knowledgeable and demanding consumer with an increased variety of options to choose from, higher pressures from manufacturers to retail chains and a global economy are only a few characteristics of today's ever-evolving business environment.

You will begin reviewing the basic concepts of marketing, communications, segment marketing, positioning, and target market, since they are important tools to use in the definition of our customer or target audience. You will then continue to apply the most common consumer behavior techniques that enable you to understand your target market(s) and, finally, design your own IMC campaign.

You will use real examples of companies and industries in analyzing the concepts of advertising, sales promotion, direct marketing, interactive/internet marketing, public relations and personal selling and the most common techniques for understanding consumer behavior to create an effective promotional campaign that integrates some of these tools targeting specific markets. Additional skills for the creation of visual layouts, media budgeting, ethics and regulations analysis and global market penetration planning will be developed for some of you depending upon your selected competence (s).

### Course Learning Goals

After completing this course, you will be able to:

- Identify and discuss the IMC concept and its role in the Marketing and Promotions Process Model (All competences).
- Discuss and apply the marketing segmentation and positioning concepts (All competences).
- Apply consumer behavior analysis techniques to understand a target customer for a desired industry and generate valuable customer profile information for an IMC campaign (H-2-X competence).
- Apply a media budgeting method and create a media strategy plan for an IMC campaign (F-X competence).
- Identify the environmental influences that are likely to affect the penetration of new international markets for a specific product (All competences).
- Create a promotional layout for a specific product/industry and target segment (A-

2-X competence).

- Identify the main ethical principals that American advertisers follow today and discuss specific contemporary ethical issues (All competences).
- Identify, articulate and apply at least three of the IMC promotional tools (All competences).

### Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

### Required Textbook:

Belch E. George, and Belch, A Michael. *Advertising and promotion, an integrated marketing communications perspective*. Seventh ed. New York: McGraw-Hill/Irwin, 2007.

### Supplemental Readings

*These readings will be on e-reserve or available from the DePaul library journal databases. Watch the Course Q&A Discussion Forum for instructions in how to access them.*

*E-reserves for this course: <http://eres.lib.depaul.edu/eres/coursepage.aspx?cid=2319>*

Gonring, Mathew P. "Putting integrated marketing communications to work today" *Public Relations Quarterly* Fall 1994: 45-48.

Wentz, Laurel. "Multicultural?, NO, Mainstream" *Advertising Age* May 2005: 3,57.

Schultz, Don. "Objectives drive tactics in IMC approach" *Marketing News* May 1994:14,18.

Callahan, Sean "Ad campaigns tout power of magazines" *B to B* April 2005:3,40.

Anonymous. "Switching TV advertisers on to interactive" *New Media Age* May 2005:10.

Anonymous. "Data Clinic: Case Study- Honda" *Direct Response* February 2005: 27.

Dahlen Michael, Rasch Alexandra, and Rosengren Sara "Love at first sight? a study of website advertising effectiveness" *Journal of Advertising Research* May 2003:25(9).

Bashford Suzy. "Guide to SO point of purchase: 10 ways to master POP", *promotions and Incentives* Jan 2004:39.

Solley, Sam. "Developing a name to work worldwide." *Marketing* Dec 2000:27.

Ries Al, and Trout Jack. "Positioning". New York: McGraw-Hill, 2001.

White Sarah, and Woods John. "Streetwise do-It-yourself advertising". Massachusetts: Adams Media Corporation, 1997.

### Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
------------	----------------------

F-X	Using the concepts of Integrated Marketing Communications (IMC), the student can effectively design and implement a promotional campaign integrating the proper regulations and ethical considerations for at least three of the contemporary IMC tools and planning for implementation and measurement of its effectiveness.
H-2-X	Can apply the most commonly used consumer behavior analysis techniques and generate successful promotional strategies for a specific industry's target market(s) within domestic and international/global environments.
A-2-X	Can reflect on the creative process and discuss the design principles involved in it and generate effective and creative layouts that successfully target a specific industry and its customers.

### How the Competences will be Demonstrated in this Course

**F-X:** Students will be able to identify and discuss all of the IMC promotional tools: advertising, direct marketing, internet/interactive marketing, public relations, sales promotion and personal selling, and apply at least three of them in the design of a new and complete IMC campaign.

In addition F-X students will acquire additional knowledge and practice in the following areas:

- Media budgeting and strategy. The F-X focus includes a media budgeting and media strategy plan for their final project assignment.
- Measurement of promotional tool effectiveness. F-X students will create some tools for measuring a promotional campaign's effectiveness in their final projects.

**H-2-X:** Studying the Consumer Decision-Making process, H-2-X students will research and analyze the target customer/segment for a product of their choice and generate valuable customer profile and buying behavior process information necessary to answer some of the crucial consumer behavior questions that typically assist in the design of an IMC campaign:

- Who is my target customer(s)?
- Where and how can I find him/her?
- What motivates my customer to buy?
- Which are its needs?
- How can I change my customer's perceptions or attitudes?, etc.

In addition, H-2-X students will be exploring their cross-cultural abilities, practicing the introduction of a local product to an international market, identifying the environmental factors that are most likely to affect this process, and making key decisions in regards to the specific introduction plan to follow.

**A-2-X:** Students will follow a specific creative process to design storyboards or layouts for a product of their choice, creating for themselves all the different visual and text elements that are part of a promotional piece and justifying their choices by stating how these elements will appeal to a specific target market.

In addition, A-2-X students will study the "best" and "most creative" in the advertising industry to learn about their approaches and best practices.

## Course Structure

This course consists of 11 modules. The estimated time to complete each module is one week.

To view the course schedule, click on the [Schedule](#) link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

## Assessment

### Assessment of Learning

#### General Assessment Criteria for each Competence

Competence	Criteria for Assessment of this Competence
F-X	<p>If you are taking the F-X competence, you should complete all the individual written assignments, participate in all class discussions and submit a Mid-term and Final project that includes the following elements:</p> <ul style="list-style-type: none"><li>• A clear definition of the marketing and communications objectives that will be satisfied with the campaign and a coherent connection between these objectives and the specific strategies, media selection and deliverables generated.</li><li>• A thorough examination of the regulations and ethical principles that affect the IMC plan.</li><li>• A complete media plan with a justifiable budget description and coherent media strategy.</li><li>• An effective methodology for measuring the campaign's effectiveness.</li></ul>
H-2-X	<p>If you are taking the H-2-X competence, you should complete all the individual written assignments, participate in all the class discussions and submit a mid-term and final project demonstrating an acquired skill for:</p> <ul style="list-style-type: none"><li>• Following the Consumer-Decision Making Process to analyze a target market.</li><li>• Generating relevant consumer profile information for an IMC campaign.</li><li>• Creating an effective introductory plan for a new international market, assessing risks and opportunities.</li></ul>
A-2-X	<p>If you are taking the A-2-X competence, you should complete all the individual written assignments, participate in all the class discussions and submit a mid-term and final project that demonstrates the acquisition of the following skills:</p> <ul style="list-style-type: none"><li>• The ability to follow a creative process to generate original and relevant ideas.</li><li>• The ability to incorporate original ideas(visual and message)in to an effective layout or story board</li></ul>

- The ability to demonstrate a connection between the new/original ideas and the specific marketing and communications objectives that it serves as well as the specific consumer behavior data that supports its design.

### Percentage distribution of Assessments

Each competence taken in the course will be assessed a letter grade. There are four basic aspects of your participation that contribute to the final assessment of grades. The first two items have to do with your participation in the discussion forums. Because integrating and synthesizing the ideas and theories in the course is an important aspect of the learning process, sharing and offering feedback to your fellow students is a significant element of the process.

The third item relates to your individual written assignments.. The fourth item relates to completion of your final project. Therefore, you are being assessed on your reading assignments, through your contributions to the discussion forum, as well as integrating the course text with your independent research on your written assignments.

25% - Quality of contributions to weekly discussion forums:

- Relevance to the topic addressed.
- Accuracy of information and use of theory.
- Conciseness of explanations and focus on main points.
- Evidence cited to substantiate ideas.
- Originality offered in personal view points.
- Timeliness of submitting messages.

15% - Quality of responses to other students in discussion forums.

- Respect for other participants' ideas and input.
- Appropriate use of comments related to discussion topics.
- Focus on staying on track with discussion.
- Contributions of helpful and insightful ideas.
- Questions that challenge and engage others.

20% - Quality of written assignments

- Addresses the assignment according to directions.
- Submits assignments on time.
- Summarizes and prioritizes information appropriately.
- Demonstrates understanding of learning objectives.
- Describes content with appropriate level of reflection and detail.
- Offers out-of-the-box but effective rationales and ideas.

40% - Quality of Mid-term and Final projects (20% each one).

- Addresses the assignment according to directions.
- Originality of incorporating own ideas and theories to assignment.
- Appropriate use of theories and research.
- Accuracy of information used as evidence and proper referencing.
- Presented with attention to aesthetics, clarity and grammatical acuity.

### General Assessment Criteria for Reading and Writing Assignments

In general, grading of assignments will be based on the following:

**Content** refers to the treatment of the topic logically and analytically. This is the substance, the "what" of the paper; what you had to say about the topic, what you presented in defense of your position, and what your analysis revealed about thought processes and grasp of the material you grappled with. Creativity is a rare but valuable skill in the advertising world so this proficiency will be particularly promoted in this class and additional points will be provided to the students that demonstrate it through the generation of out-of-the box but relevant ideas or thoughts.

**Organization** is the way your paper is arrayed and presented, including both the overall organization and the arrangement of sub-parts. These include: relevant title and subheadings; introductory material, where needed; summaries, where appropriate; connective and transitional links; and what used to be called "rhetoric": the skillful arrangement of the pieces for maximum persuasive impact on the reader.

**Mechanics** refers to the use of Spelling and Grammar check, the use of Standard English, the basics of sentence structure and punctuation, and effective and sensitive word choice usage. Mastery of basic communication and writing skills is a must for undergraduate (and graduate) students. The paper you prepare should also use proper APA or MLA citation form for in-text references as well as for bibliography.

Most written assignments in this course pertain to the students in all competences, however there will be a few exceptions in which "a totality of an assignment" should be completed in a way that addresses a specific competence. Those particular cases will be clearly identified in the assignment's checklist section of each module.

<b>Novice-Failing (C- or Lower)</b>	<b>Intermediate (C+) (Some Use)</b>	<b>Proficient (B) (More Use)</b>	<b>Excellent (A- or A)</b>
<p>(C-) The student did not submit the assignment on-time, missed the page count requirement significantly and did not offer any valuable content for the assignment</p> <p>(Lower) The student did not submit the assignment at all</p>	<p>The student submitted the assignment:</p> <ul style="list-style-type: none"> <li>-On Time</li> <li>-Did not follow instructions to the detail</li> <li>-Did not demonstrate a good use of grammar, paper structure and summarization skills</li> <li>-Offered poor content using mostly unoriginal ideas with irrelevant points</li> </ul>	<p>The student submitted the assignment:</p> <ul style="list-style-type: none"> <li>-On Time</li> <li>-Followed instructions to the detail</li> <li>-Demonstrated a good use of grammar, paper structure and summarization skills</li> <li>-Offered good original content with some out-of-the-box and relevant ideas</li> </ul>	<p>The student submitted the assignment:</p> <ul style="list-style-type: none"> <li>-On Time</li> <li>-Followed instructions to the detail</li> <li>-Demonstrated excellent use of grammar, paper structure and summarization skills</li> <li>-Offered excellent original content with significant out-of-the-box and highly relevant ideas</li> </ul>

*All of your individual written assignments including your Mid-term and Final project must be submitted to the Assignments area of the course website before the end of each module's weekly deadline.*

**Assessment Criteria for your Final Paper or Project by Competence**

All Three competences offered in this class (F-X, H-2-X and A-2-X) will be designing a two-stage (Mid-term and final paper) IMC campaign that will account for 40% of your final course grade. The basic layout will be the shared by all students but key sections will be tailored to each competence depending on the skills you must have developed for it.

Below is a high level competence driven guideline for your Mid-term/final project.

### All competences

- Marketing plan review.
- Promotional program situation analysis.
- Communication process analysis.
- IMC program development.

### F-X students

- Budget determination.
- Media strategy.
- Evaluation of promotional/program effectiveness.

### H-2-X students

- Consumer behavior study.
- International market penetration plan.

### A-2-X students

- Advertising creation.
- Determination of objectives.
- Creative process discussion.
- Advertising layouts.

It is important that your mid-Term and final paper:

- Specifically addresses the competence that you are fulfilling in this course.
- Contains your original ideas (not based on an already existing campaign), derived from a thorough internal and external analysis of your selected product.
- Organizes your supportive evidence into relevant paragraphs that address your subject.
- Takes into account a variety of points of view.
- Demonstrates your appreciation of other points of view (demonstrates empathy and the ability to account for the vantage points of others).
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument according in standard English using proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- Has an introduction and concluding paragraph.
- Contains proper MLA citation form for in-text references as well as for bibliography.

## **Online Discussion**

### **Assessment Criteria for Online Discussion Participation**

--	--	--	--

<b>Novice-Failing (C- or Lower)</b>	<b>Intermediate (C+) (Some Use)</b>	<b>Proficient (B) (More Use)</b>	<b>Excellent (A- or A)</b>
(C-) The student did not meet the assessment criteria and did not respond to any other student's comments  (Lower) The student did not participate in the discussion forum at all	The student failed to meet most of the assessment criteria	The student offered a good participation in the discussion forum, met most of the assessment criteria and responded to at least two of the other students comments	The student met the assessment criteria to the detail, offered one or more insightful points of view and or original ideas and responded to other students comments with a respectful but challenging manner

Remember that each module's public discussion forum(s) will be opened at the beginning of the corresponding module's week and closed by the course's instructor at the end of that same week. The student that does not submit its contributions within that assigned week will be considered as a "non participant" for that specific module.

In the online discussions your responses will be assessed on whether you are:

1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

The above list was adapted from Gilly Simpson's book *E-Moderating: The key to teaching and learning online*. London: Kogan Page: p.143 (2000).

### **Online Participation Guidelines for this course**

A significant part of your online learning experience involves learning with and from your classmates and the instructor in the online discussions and group assignments.

Active participation means sharing information and resources and posting you ideas and critiquing and expanding on the ideas of others in a collegial fashion. This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are participating in the online discussions.

These discussions are for you to exchange your reflections with your classmates and instructor about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

You may be asked by the instructor to take leadership in a certain group for a certain

time of the course. You will receive further instructions from your instructor if this occurs.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted.

For each Discussion Forum, you are required to make at least one original contribution to each topic and respond to at least one classmate's contribution.

### Discussion Forums

At the beginning of the quarter, your instructor will set up three discussion forums. These three forums will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These forums are:

- Introductions
- Course Q&A
- “Chit Chat Café” - a social meeting space for discussion that is not directly related to course content.

The Q&A forum is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. You will also find the schedule of specific dates for your course in this forum.

The “Chit Chat Café” can be used freely for your own conversation (like setting up groups or teams, if these are used in the course).

### Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

For SNL courses taken for Pass/Fail, a "Pass" represents a grade of "A" for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

## Policies

### Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the

Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

**Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- 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 part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

### **Disability Accommodations**

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

### **Incomplete Grades**

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without

the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

## Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve "interactions"-interviewing and or observing other people-discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no "harm"-physical, mental, or social-does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
  - a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>.

[Top](#)

## Course Expectations

### Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the

course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

### **Your Instructor's Role**

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

### **Your Role as a Student**

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

### **Final Note**

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy the journey into lifelong learning!

### **Credits**

This course was designed and produced by Luz Amigorena, MBA, and staff of SNL Online at DePaul University.

© 2005 School for New Learning, DePaul University  
All Rights Reserved by SNL during contractual interval with the Author.

Printed in the USA.