General Information:
Instructor: Dr. Christopher Joiner
Office: ENT 132
Phone: 703-993-4235
e-mail: cjoiner@gmu.edu
Office Hours: T 1:15-2:00 and by appointment

Text:

Prerequisites: C or higher in MKTG 301; degree status

Purpose of the course: This class is intended to be an introduction to the topic of marketing communication management. The class will examine advertising, sales promotion, personal selling, public relations, and other elements of the promotional function from an integrated marketing communications perspective. Emphasis will be placed on appreciating the scope and strengths and weaknesses of these marketing tools, and particularly on how they can and should be used together. Specific objectives include:

1. To develop a thorough understanding of the marketing communication function in businesses. (School Of Business undergrad learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors.)

2. To learn about the specific advantages and disadvantages of each of the marketing communication tools, and how they can be combined in an effective, integrated, communication program. (School Of Business learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors.)

3. To develop an appreciation for both the general, strategic decisions that go into planning a marketing communication campaign and the specific, tactical issues involved in planning and implementing an IMC campaign. (School Of Business learning goals #5, 3 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors; Our students will demonstrate technical and analytic skills appropriate for success in business)

4. To have you understand some of the international, regulatory, and ethical issues influencing marketing communications. (School Of Business learning goals #1 - Our students will demonstrate an understanding of the social, global, ethical, and legal contexts of business and will be able to reflect on the role of the individual in business)
5. To have you become familiar with the vocabulary and terminology used in the planning and implementation of marketing communication programs. (School Of Business learning goal #5 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors)

6. To develop the ability to apply concepts from class in analyzing real-world marketing communications and to communicate these analyses in writing. (School Of Business learning goals #5, 2, 3 - Our students will demonstrate knowledge and skills appropriate for specialization in their majors; Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing; Our students will demonstrate technical and analytic skills appropriate for success in business.)

7. To develop group-related skills (e.g., planning, analysis, oral presentation) as related to the development of an integrated communication program. (School Of Business learning goal #2 - Our students will demonstrate an understanding of and the ability to apply knowledge of professional skills necessary for success in business including effective business writing)

CLASS CONTENT:

Classes may include lectures, videos, exercises (both in-class and out), cases, and discussions. Active involvement on your part is required. Questions, comments, insights, observations, etc., are expected and welcome. Although there will be a fair amount of lecture material, this will be an interactive course.

**Lectures:** Straight lectures will be used primarily to introduce key concepts, clarify difficult topics, and supplement the text. Copies of the PPT presentations will be available on Blackboard.

**Course Blackboard Site:** (GMU Blackboard Site)

The course Blackboard site will be used for a variety of purposes this semester – e.g., online class discussions, distribution of assignments, notes, and lecture material, and class announcements. You should plan on using Blackboard to discuss topics and material from class outside the classroom. This course requires that you actively participate in discussions, post relevant questions, and critically analyze peer opinions, etc., throughout the semester. In the spirit of this class, I would like to have this forum be professional and informative. While you might disagree with comments from your peers, you should avoid making personal remarks and limit discussions to class-related topics.

**Exercises, Assignments, and Case Analyses:** These may occur throughout the semester and are designed to encourage application of the concepts covered in the course. Some of these exercises may involve in-class activities/discussion. Additionally, there are three written assignments - two that must be handed in for a grade (these are described in a separate section at the end of the syllabus). Each written assignment is to be no more than 8 pages in length.

**NOTE:** Assignments are due at the beginning of class on the due date noted in the schedule.

**Class Participation & Attendance:** Because this course is a 300-level course, and interactive in nature, class participation is particularly important. Students are expected to attend class, have read the assigned chapters in the text and to complete any relevant assignments before coming to class. Participation in Blackboard online discussions (as described above) is an additional participation requirement of this course. I will evaluate your participation in discussions and exercises, as well as the quality of your questions, comments, etc. and this will make up part of your final grade.

- You are encouraged to keep current with marketing communication related issues by reading newspapers, business magazines, books, and online news sources. *The Wall Street Journal,*
AdvertisingAge, Fortune and BusinessWeek are all highly recommended.

**Exams:** There will be three exams this semester. All three exams will consist of multiple-choice and multiple part short answer questions that address issues covered in the textbook, other materials covered in class, and lectures. *It is very important that you both come to class and keep up with the assigned readings in order to perform well on the tests.* The first two exams will be given during normal class sessions. The final (which is not cumulative) will be held during final exam period.

**Team Project:** Detailed information about the project will be provided at the beginning of the semester on Blackboard. The project is designed to give students experience both in working in groups and in creatively applying your understanding of marketing communication management (as studied in this course). There will be 4-5 students per group and students will choose their groups. **Projects used for credit in other classes may NOT be used for credit in this class.**

**All** students are required to participate, contribute, and cooperate in their groups throughout the *entire* semester. Individuals should not plan on “making up” effort as the semester winds down.

**It will be the group’s responsibility to manage how your group functions, including handling most minor problems that arise.** If a group member consistently fails to contribute, the rest of the group should come speak to me. In the *extreme* case, members have the right to “fire” members, but only if I have been consulted in advance and if the team is willing to take a five-percent (5%) penalty on the grade for their project. Fired group members will receive a grade of zero for the entire project.

The project consists of four parts: First, your group will need to e-mail me with the product you have decided to use for your project by **Tuesday 2/14** – I will give you the OK to use the product for the rest of the project. The rest of the deliverables are as follows: (1) An initial written description (max 7 pages) of the product selected by the group and what the focus of your IMC campaign will be (due on 2/23). (2) A formal, written progress report (7-9 pages) due 4/4. (3) A final, formal, group presentation will take place during the last weeks of class (see schedule). The presentation must be multi-media (using PowerPoint) and include other supporting material (e.g., storyboards, ad mockups, flow chart, other visuals, etc.). All information about the project must be communicated in the presentation – there is no written report required - although you will have to hand in copies of your presentation slides and supporting material (communication mock-ups), as well as a Bibliography of all sources used in the project (all groups’ materials due 4/25). All team members must participate in the presentation, although not necessarily for equal periods of time. Note: A confidential peer evaluation of each group member will be part of the final grade.

**Attendance & Participation Policy:**

*Participation (and therefore, attendance) is required and is part of your course grade.* Class material will supplement, and often go beyond, text material. Materials discussed in class may not, in fact, be based on material that is in the text. You will be responsible for everything that is discussed or handed out in class. Additionally, I reserve the right to announce changes to the course if necessary. Students will be responsible for knowledge about these changes by attending class.
• Out of courtesy to your peers, students are expected to be in class on time and to remain for the entire class period. Multiple late arrivals are not acceptable. Arriving late or leaving early, without prior permission from me, will negatively affect your grade.

Class participation (in-class and on Blackboard) is a requirement for this course. Simply attending class is not enough to earn maximum participation points.

George Mason University Honor Code & Academic Integrity:
The GMU Honor Code (Link) applies to all activities and assignments in this course. Students will refrain from cheating, lying, plagiarizing, and stealing. All students are expected to complete their own original work, except in cases where the teacher instructs students to work in groups, and to give credit to any other person or source whose ideas and printed materials (including those on the Internet or websites) are used, paraphrased or directly quoted. You also may not borrow the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgement. Please note: Faculty are obligated to submit any Honor Code violations or suspected violations to the Honor Committee without exception (School of Business Honor Code Sanctions posted on Blackboard). Projects used for credit in other classes may NOT be used for credit in this class.

Special Accommodations: If you have a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. All academic accommodations must be arranged through the ODS. Please take care of this during the first two weeks of the semester. More information about ODS is available at http://www.gmu.edu/student/drc.

GRADING:
Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Class Participation 50 points
Assignments (2) 70 points
Group IMC Project 155 points

575 points

GRADING SCALE: A (575-538); A- (537-515); B+ (514-498); B (497-475); B- (474-457); C+ (456-440); C (439-400); D (399-342); F (<342)

OTHER IMPORTANT CLASS POLICIES:
• Expectations for all assignments: Since this is a 300-level course I have high expectations and standards for work handed in during the semester. All work in this class should be neat, well organized, and professional looking – appropriate as professional, business writing. Without exception, handwritten work will not be accepted.

I expect all students to write business English accurately and clearly. The minimum writing standard for assignments is a maximum of one gross writing error per page of a double-spaced typescript. Examples of gross errors are: to begin a sentence without a capital letter; to end a sentence without a period or other punctuation mark; to misspell;
to confuse "its" and "it's"; to confuse plurals and possessives, "companies" versus "company's"; and so forth. Slight differences of style, such as use or absence of commas in some instances, are not gross writing errors.

Readability/style, clarity, and writing quality **will** be part of the overall grade for all written assignments.

**All** written work **must** be stapled, double-spaced, use 12 pt. font, and have page numbers and one-inch margins. Additionally:
- Please do not use any sort of report folders (e.g., plastic sleeves, etc.).
- Careful and complete citations of sources are expected for all written assignments where they are required.
- Assignments should be checked carefully for grammar, punctuation, spelling, and readability – these **will** be taken into account during grading.

**Papers not following any of these guidelines will have their grades negatively impacted.**

Additional Writing Information: To cite and reference research sources, please use APA style. Specific instructions for in-text citations and referencing are found in the *Publication Manual of the American Psychological Association, 6th Edition* or at [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/).

To help manage the citations and seamlessly create reference lists, Mason supports free software called Zotero at [https://www.zotero.org/](https://www.zotero.org/).

George Mason University has a writing center that can help you improve your English writing skills. More information is available at [http://writingcenter.gmu.edu/](http://writingcenter.gmu.edu/)

**Deadlines:** All deadlines are final. Assignments are due **at the start of class** on the due date. Assignments handed in after the deadline (anytime after the start of class) will be considered late and will be subject to a 10% per day penalty.

**Exams:** No make-up exams will be given unless there is a legitimate, university approved medical or family emergency. Simply going to the doctor is NOT an excuse. A written note must explain why you could not be in class. **No** excuses will be accepted **after** the exam is given. Students missing either of the first two exams with a legitimate, excused absence must clear this with me prior to the exam. There will be no exceptions to this policy.

**My Accessibility: Office Hours & Meetings**

I look forward to getting to know as many of you as possible during the semester. I will be glad to talk with you about any aspect of the course – or about anything that is on your mind. Please let me know if I can help. You do not need an appointment to drop by and see me during regular office hours, but you may reserve a specific appointment time in advance. Students are also encouraged to make appointments for meeting outside regular office hours. Additionally, e-mail is an excellent way to get in touch with me. Please send a complete message if I am not in my office.

**The instructor reserves the right to vary from policies outlined in this syllabus.** This syllabus and schedule are my best estimate of how class will proceed. Occasional changes to the schedule and assignments will be announced in class or on Blackboard. All assignments should
be prepared for in-class discussion on the date they are listed.

**Tentative Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1/24</td>
<td>Syllabus &amp; Introduction to Course</td>
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<tr>
<td>1/26</td>
<td>Ch. 1 &amp; 2 - Introduction to IMC; “The New Pitch” article (on Blackboard)</td>
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<tr>
<td>1/31</td>
<td>Ch. 20 &amp; 21 – Regulatory &amp; Ethical Issues in Marketing Communications</td>
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<td>2/2</td>
<td>Ch. 20 &amp; 21 – cont. <strong>Sign up for groups – mandatory!</strong></td>
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<tr>
<td>2/7</td>
<td>Ch. 3 &amp; 7 – Organizing for Promotion; Objectives &amp; Budgeting</td>
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<td>2/9</td>
<td>Ch. 18 – Measuring IMC Effectiveness</td>
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<td>2/14</td>
<td>Ch. 4 – Consumer Behavior &amp; IMC; e-mail group’s product for approval</td>
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<td>2/16</td>
<td>Ch. 4 – CB cont.; Assignment #1 due</td>
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<td>2/21</td>
<td>Ch. 5 – Communications &amp; IMC</td>
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<td>2/23</td>
<td>Ch. 6 – Controllable Communication Factors; Group Project initial description due</td>
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<td>2/28</td>
<td><strong>EXAM 1 (Chpts. 1-4, 7, 18, 20, 21)</strong></td>
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<td>3/2</td>
<td>Ch. 8 – Creative Strategy</td>
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<td>3/7</td>
<td>Ch. 9 – Creative Strategy II</td>
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<td>3/9</td>
<td>Ch. 10 – Media: Planning &amp; Strategy; Assignment #2 due</td>
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<td>3/14</td>
<td><strong>NO CLASS: SPRING BREAK</strong></td>
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<td>3/16</td>
<td><strong>NO CLASS: SPRING BREAK</strong></td>
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<td>3/21</td>
<td>Ch. 10 (cont.)</td>
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<td>3/23</td>
<td>Ch. 11 – Broadcast Media</td>
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<td>3/28</td>
<td>Ch. 11 (cont.) &amp; Ch. 12 – Print Media</td>
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<td>3/30</td>
<td>Ch. 12 – Print Media (cont)</td>
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<td>4/4</td>
<td>Ch. 13 - Support Media; Group Project Progress Report due</td>
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<tr>
<td>4/6</td>
<td><strong>EXAM 2 (Chpts. 5, 6, 8-12)</strong></td>
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<td>4/11</td>
<td>Ch. 16 – Sales Promotions</td>
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<td>4/13</td>
<td>Ch. 14 &amp; Ch. 15 &amp; 22 – Direct &amp; Internet Media; Personal Selling</td>
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<tr>
<td>4/18</td>
<td>Ch. 17 – PR &amp; Corporate Advertising; Assignment #3 due</td>
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<tr>
<td>4/20</td>
<td>Ch. 19 – International IMC; “All Europeans are Not Alike” article</td>
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**FINAL EXAM** (Thursday, 5/11 – 10:30-12:00) - Chpts 13-17, 19, 22; “All Europeans” article

**MKTG 313 – Individual Assignments**

You must choose two of the three following assignments to hand in for a grade. I will only grade two assignments per person.

* Write-ups are to be no more than **eight (8)** pages in length.*

**IMPORTANT** – You may not use examples that were used in class or the text. **

**IMPORTANT** – All assignments are due at the start of class **

Assignment 1 (due Thursday, 2/16)
Examples of common criticisms of advertising and marketing communications that were discussed in class and/or the text are:

(i) ads are often offensive or in bad taste
(ii) ads promote negative body images and/or poor self-esteem in males or females
(iii) ads are misleading (or deceptive)
(iv) ads encourage excess materialism

You need to find two ads that each illustrates a different criticism. Each ad should be one which you feel could be considered an example of one of these criticisms. In other words, each ad should illustrate a different, single criticism listed above (i, ii, iii, or iv). **Include (copies are OK) or fully describe the ads. These should be actual, recent, ads that you have seen - not ones you’ve “researched” on the Web and cannot be ones discussed in class or the text.**

For each ad: (a) Explain, in detail, why you feel people might consider the ad an example of the specific criticism (critics’ point of view). (b) Next, discuss whether you personally agree with this criticism. Why or why not? – Discuss/explain! (your point of view) (c) Finally, discuss how you think the company might justify the use of this ad. In other words – explain how they would defend themselves against this criticism? (company’s point of view).

Assignment 2 (due Thursday, 3/9)
Find examples of two **current** ads that use different celebrity endorsers (include a copy or a detailed description of the ad). **These should be actual ads you have seen rather than ads you’ve “researched” on the Internet and cannot be ones discussed in class or the text.**

For each ad:
(1) Describe the likely target market for the ad and product.
(2) Provide a detailed analysis of each of the source factors (i.e., credibility, attractiveness, power) used for understanding the effectiveness (good or bad) of the celebrity as a persuasive communicator. Be specific and include discussion of all dimensions of each of these three factors. Make sure you take into account your answer to (1) as you answer this question.

(3) Describe the “cultural meaning (image)” the celebrity brings to the ad. What are the sources of this celebrity’s meaning/image? Next, describe the “cultural meaning (brand image)” of the brand. Finally, analyze/describe the “fit” between the celebrity’s and the brand’s meaning/image. Be specific!

(4) Is there a celebrity that you feel would be a better, more effective, source for the product? Explain why or why not in terms of source characteristics?

** (5) Finally, after analyzing each ad individually, compare the overall effectiveness (as a persuasive source – i.e., in terms of answers to #2 and 3) of the two celebrity endorsers. Provide specific support for your analysis.

Assignment 3 (due Tuesday 4/18)
You will need to observe each of the following three media categories (This assignment should be based on media that you have actually observed - not ones you’ve “researched” on the Web.)
In your paper make sure you are thorough in your analyses and answers!

1. Cable TV:
   Select a popular cable channel - not one of the broadcast networks (i.e., not ABC, NBC, CBS, CW, or Fox). Analyze two different programs (shows) on this one channel. Provide specific and detailed answers to the following questions:
a. What products/brands ran commercials during each of these two shows (be specific, detailed and thorough)?
b. Analyze and discuss the similarities and/or differences in the products and brands that ran commercials during the two programs.
c. Describe the commercials (ads) on these programs with respect to relevant marketing communication, creative, and message factors (you might, for example, consider the ads’ objectives, target market, creative appeal & execution style, length, use of celebrities, etc.). You don’t need to describe every individual ad – describe the ads overall as a group, but specifically using concepts from class.
d. Do these commercials differ from those that would be found on the broadcast networks? How? Why? Be specific.

2. Print Media
   Choose an issue of a magazine and analyze it from an advertising perspective:
a. Who is the target audience? – describe in terms of demographics, life style, etc. of its readers
b. Provide a detailed analysis of the following: What percentage of the magazine's total pages is devoted to advertising versus editorial content (i.e., stories, articles, columns) – be specific and detailed. Is there a clutter problem in the magazine? Why or why not?
c. What is the specific breakdown of the types of products and services advertised in the magazine (be specific, detailed, and thorough)? Why do you think these specific advertisers are attracted to this particular magazine?
d. How might the magazine’s editorial content (the stories, articles, columns) influence readers’ processing of, and reactions to, the ads? Explain your answer.

3. Support Media

Describe the best ad in support media that you actually saw in this period (must be an ad you saw, not one researched on the Web). Describe the type of support media it is. Discuss why you think this ad was effective (i.e., justify/explain your answer).