

AUSTIN PEAY STATE UNIVERSITY
Department of Communication and Theatre
COMM 5100.W1, Marketing Communications (3)
Spring Semester 2007
Online Web Course - Blackboard
Instructor: Frank E. Parcels, Ph. D., Professor
Email: ParcellsF@APSU.edu

This class meets from January 16, 2007 until March 11, 2007

Course Description

The analysis of marketing communication campaigns and the development of accompanying skills within an environment employing an integrated communication approach including advertising, branding, direct marketing, marketing, sales promotion, and public relations. This course is all about ***marketing communication with a special focus on branding.***

Course Objectives

Students:

- develop a foundation of marketing communication (marcom) through the review of branding; consumer behavior and B2B buyer behavior; and, promotions analysis.
- explore advertising tools as used in marcom and briefly review persuasive appeals, message strategies, and media buying and selection.
- study promotional tools employed in marcom focusing on trade and consumer promotions; database marketing and consumer relationship management; and, public relations and sponsorship programs.
- learn about marcom such integration tools such as Internet marketing, the application to small business and entrepreneurial ventures, and the evaluation of marketing programs.
- participate in marcom case studies and issue reports employing concepts in the analysis and evaluation of these situations, and sharing observations of others analyses and evaluations.

Textbook

Clow, K., & Baack, D. (2007). *Integrated Advertising, Promotion, and Marketing Communication* (3rd ed.). Upper Saddle River, NJ: Pearson, Prentice Hall. ISBN # 0-13-186622-2

Assessment and Grading

<u>Grade</u>	<u>Definition</u>	<u>Point Ranges</u>	<u>Percentage</u>
A	Excellent	2070 to 2300	90 to 100%
B	Very Good	1840 to 2069	80 to 89%
C	Good	1610 to 1839	70 to 79%

D	Poor	1380 to 1609	60 to 69%
F	Failing	0 to 1379	0 to 59%

Student participation in discussion groups, class and during lectures and projects is expected and an evaluated part of this course. Student evaluation varies by assignment, but may involve self, peer, and instructor assessment. All assignments include consideration of the required content information, use of the English language, employment of the appropriate writing style manual [for example, Associated Press *Style Book* or APA *Publication Manual* (5th ed.)].

Student Behavior

Students are expected to conduct themselves in the online classroom in a manner not impeding to learning as an appropriate educational environment must be maintained so that other students may learn in the classroom. In any case, all students are expected to adhere to the **APSU Code of Student Conduct** while in the online classroom and completing assignments for or related to this course. Failure to do so, could be cause for exclusion from the course which could carry with it the loss some financial assistance.

Course Ground Rules

- Participation in class is required.
- Attendance in class is expected.
- No foul or abusive language will be tolerated.
- No bias or prejudice of any type is appropriate in the Blackboard class environment. This includes racial, ethnic, language, sexual, age, or other types of discrimination.
- Students are expected to communicate with other students in group projects.
- Students are expected to use discussion groups and chat rooms.
- Students are expected to keep abreast of course announcements, and this includes checking Blackboard email, discussion groups, chat rooms, assignments, and examinations on a daily basis. Not knowing that an assignment or examination was posted due to lack of daily checking is not an excuse for tardy work.

Guidelines for Communication Email:

- Send email only to the address requested by your instructor.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails.
- Use of emoticons should not be included in email messages.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members, and do not share any of their information with others outside of this class.

Discussion Groups:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Woodard Library

The Felix G. Woodward Library is available featuring online databases for use by students enrolled in in this course. Click [here](#) to visit the library now.

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff.. Prior to granting disability accommodations in this course, Dr. Parcels must receive written verification of a student's eligibility for specific accommodations from the disability services staff. It is the student's responsibility to initiate contact with disability services staff and to follow the established procedures for having the accommodation notice sent to Dr. Parcels. To contact the APSU Disability Services, click [here](#) to view online information.

Student Technical Assistance

Students encountering technical problems within the Blackboard online classroom for this course or experiencing other difficulties with APSU email accounts or contacting the instructor, should contact the APSU Information Technology Help Desk by email at HelpDesk@APSU.edu, by telephone calling (931) 221-4357, or online on the world wide web by clicking [here](#).

COURSE INFORMATION

Class Schedule/Timeline of Course Activities

<u>Unit</u>	<u>Week</u>	<u>Lectures</u>	<u>Assignment(s) and Examinations</u>	<u>Readings</u>
# I: Marketing Communication Foundations	#1: 1/16 through 1/28	#1 - Defining Marketing Communications (IMCs) #2 - Imaging and Branding in IMC #3 - Budgets in	ASSIGN #1:	Chs. 1 - 4
			#1 DUE:	
			Case Study #1: Read and review <i>The Cable Company</i>, p. 25, or <i>Marketing Mini-CDs</i>, pp. 25-26, ass assigned. Then, respond to the questions posed at the end of each case study.	
			Posted by 10 PM online on Saturday, 1/20, in BlackBoard Discussion Board.	

		IMC		<p>ASSIGN #2: Issues Report #1: Review the case, <i>A Healthy Image</i>, p. 57, or <i>Dave's Scuba Shop</i>, pp. 58 - 59. Then, respond to all image questions posed at the end of each case study.</p> <p>#2 DUE: Posted by 10 PM online on Wednesday, 1/24 , in BlackBoard Discussion Board.</p> <p>EXAM I: Available 10 AM on Friday, 1/26, until 10PM, CDT, on Sunday, 1/28.</p>	
# II: Advertising Tools	#2: 1/29 through 2/11	#4 - Advertising Strategy #5 - The Media Mix #6 - Copywriting		<p>ASSIGN #3: Case Study #2: Read and review the cases, <i>How to Win (and Lose) an Advertising Account</i>, pp. 159-160, and <i>Doggie Dip and Do</i>, pp. 160-161, as assigned. Then respond to the questions posed at the end of each case study.</p> <p>#3 DUE: Posted by 10 PM online on Friday, 2/2, in BlackBoard Discussion Board.</p> <p>ASSIGN #4: Issues Report #2: Examine Figure 6.3, and then access the following Web Sites for the milk industry: (www.got-milk.com, www.gotmilk.com, and www.whymilk.com). Then, respond to the following questions: What differences do you see in the Web sites? What do</p>	Chs. 5 - 8

					<p>you believe is the intended audience for each Web site?</p>	
				#4 DUE:	Posted by 10 PM on Tuesday, 2/5, in BlackBoard Discussion Board.	
				ASSIGN #5:	Students compose radio and TV commercial copy of public service announcements for an area business or nonprofit organization.	
				#5 DUE:	Posted by 10 PM on Sunday, 2/11, in BlackBoard Discussion Board.	
				EXAM II:	Available 10 AM on Friday, 2/9, until 10 PM, CDT, on Sunday, 2/11.	
# III: Promotional Tools	#3: 2/12 through 2/25	<p>#7 - Promotion and Publicity #8 - Customer Relationship Mgt. #9 - The PR Component #10 - Writing News Releases</p>		ASSIGN #6:	Case Study #3: Read and review the cases <i>Can this Restaurant be Saved?</i> , p. 402, and <i>Fourth of July Marketing...</i> , pp. 403 - 404, as assigned. Then, respond to the questions posed at the end of each case study.	
				#6 DUE:	Posted by 10 PM online on Thursday, 2/15, in BlackBoard Discussion Board.	
						Chs. 9 - 12

ASSIGN #7:

Marketing Communication Plan for a Middle Tennessee Business: Student teams develop a marketing plan for a pre-approved middle Tennessee business. Dr. Parcels approval of the business is required prior to commencing plan development. Students propose a business, willing to cooperate by providing the essential data and information.

#7 DUE:

Posted by 10 PM online on Wednesday, 2/28, in BlackBoard Discussion Board.

ASSIGN #8:

Issues Report #3: Using Google, Yahoo, and other search engines, find sources that discuss and provide examples of channel marketing activities. Prepare two (2) mini-histories of channel marketing and compare and contrast them in your report.

#8 DUE:

Posted by 10 PM online on Monday, 2/19, in BlackBoard Discussion Board.

				<p>ASSIGN #9: Students compose radio and newspaper news releases for area business or nonprofit organizations.</p> <p>#9 DUE: Posted by 10 PM online on Thursday, 2/22, in BlackBoard Discussion Board.</p> <p>EXAM III: Available 10 AM Friday, 2/23, until 10 PM, CDT, on Sunday, 2/25.</p>	
<p># IV: Marketing Communication Integration</p>	<p>#4: 2/26 through 3/4</p>	<p>ASSIGN #10:</p>	<p>Case Study #4: Read and review the cases <i>Mason Surgical Masks</i>, p. 455, and <i>Bonus Plan or Major Pain?</i>, pp. 456 - 457, as assigned. Then, respond to the questions posed at the end of each case study.</p>		
		<p>#11 - Internet Marketing</p> <p>#10 DUE:</p>	<p>Posted by 10 PM online on Wednesday, 2/28, in BlackBoard Discussion Board.</p>		
		<p>#12 - Evaluating the Marketing Plan</p> <p>ASSIGN #11:</p>	<p>Issues Report #4: Visit Junk Busters (http://www.junkbusters.com/), Epic (http://www.Epic.org/), the Privacy Council (http://www.privacycouncil.com/), and Webmaster (http://www.webmaster.com/) to (a) determine what they advise about social, ethical, and legal issues associated with e-commerce.</p>		Chs. - 15
		<p>#11 DUE:</p>	<p>Posted by 10PM online on Sunday, 3/4, in BlackBoard Discussion Board.</p>		
		<p>EXAM IV:</p>	<p>Available 10 AM Friday, 3/2, until 10 PM, CDT, on Sunday, 3/4.</p>		

			<u>Assignment Title</u>	<u>Type</u>	<u>Assignment Description</u>	
			Case Study #1	Individual Postings & Student Reactions	<p>Case Study #1: Read and review <i>The Cable Company</i>, p. 25, or <i>Mini-CDs</i>, pp. 25-26, as assigned. Then, respond to the questions posed at the end of each case study.</p> <p>Students post their analysis and their reactions to peer postings.</p>	
			Issues Report #1	Individual Postings & Student Reactions	<p>Issues Report #1: Review the case, <i>A Healthy Image</i>, p. 57, or <i>Da Shop</i>, pp. 58 - 59. Then, respond to all image questions posed at the end of the case study.</p> <p>Students post their analysis and their reactions to peer postings.</p>	
			Case Study #2	Individual Postings & Student Reactions	<p>Case Study #2: Read and review the cases, <i>How to Win (and Lose) at Advertising Account</i>, pp. 159-160, and <i>Doggie Dip and Do</i>, pp. 161-162, as assigned. Then respond to the questions posed at the end of each case study.</p> <p>Students post their analysis and their reactions to peer postings.</p>	
			Issues Report #2	Individual Postings & Student Reactions	<p>Issues Report #2: Examine Figure 6.3, and then access the following Web sites for the milk industry: (www.got-milk.com, www.gotmilk.com, www.whymilk.com). Then, respond to the following question: What differences do you see in the Web sites? What do you believe is the target audience for each Web site?</p> <p>Students post their analysis and their reactions to peer postings.</p>	
			Commercial Copy	Individual	Students compose radio and TV commercial copy for an area business or nonprofit organization.	

		Case Study #3	Individual Postings & Student Reactions	<p>Case Study #3: Read and review the cases <i>Can the</i> 402, and <i>Fourth of July Marketing</i> 404, as assigned. Then, respond to the questions posed in the study.</p> <p>Students post their analysis and their reactions.</p>
		Marketing Plan for Middle Tennessee Business	Small Groups	<p>Student teams develop a marketing plan for a pre-approved business. Dr. Parcells approval of the business is required for plan development. Students propose a business, with a marketing plan providing the essential data and information.</p> <p>The marketing plan includes a complete marketing strategy for at least a 3 month period of time as well as a rationale for goals/objectives, target market and audiences for distribution, media mix advertising campaign (employing at least two different media production, service, and organizational branding; not including the Internet), budget, timeline, and it must attempt to address the following: sales promotion, public relations, branding, reputation enhancement, issues management, reputation management, positioning, or damage control.</p> <p>A double-spaced posting which summarizes the entire plan is required.</p>
		Issues Report #3	Individual Postings & Student Reactions	<p>Issues Report #3: Using Google, Yahoo, and other search engines and sources that discuss and provide examples of channel marketing. Prepare two (2) mini-histories of channel marketing and discuss them in your report.</p> <p>Students post their analysis and their reactions.</p>

<u>Number</u>	<u>Unit Covered</u>	<u>Chapters Covered</u>	<u>Items & Description</u>	<u>Date(s) Available</u>	<u>Point Value</u>
I	Unit # I: IMC Foundations	1-4	60 item examination including true-false, multiple choice, and matching questions covering the foundation of marketing communication foundations, both lectures and chapter readings.	10 AM on 1/26 until 10 PM on 1/28	100
II	Unit # II: IMC Advertising Tools	5-8	60 item examination including true-false, multiple choice, and matching questions covering advertising tools, both lectures and chapter readings.	10 AM on 2/9 until 10 PM on 2/11	100
III	Unit # III: IMC Promotional Tools	9-12	60 item examination including true-false, multiple choice, and matching questions covering promotional tools, both lectures and chapter readings.	10 AM on 2/23 until 10 PM on 2/25	100
IV	Unit # IV: IMC Integration	13-15	60 item examination including true-false, multiple choice, and matching questions covering the integration tools employed in marketing communication, both lectures and chapter readings.	10 AM 3/2 until 10 PM on 3/4	100
Final Exam	Final Examination covering all units	All Chapters	100 questions with 25 items randomly selected and taken verbatim from each of the four hourly examinations including true-false, multiple choice, and matching.	10 AM on 3/5 until 10 PM on 3/11	500
TOTAL					900