COURSE NUMBER: Bus 376 (002)  
INSTRUCTOR: Dr. Melissa G. Bublitz  
OFFICE: Sage Hall 1453  
PHONE: (920) 424-1013  
E-MAIL: bublitzm@uwosh.edu  
INTERNET SITE (D2L): https://uwosh.courses.wisconsin.edu/  
CLASS TIME: T/R (002) 11:30 am – 1:00 pm  
ROOM: Sage Hall 3218  
OFFICE HOURS: T/R 1:30-2:30 pm – W 4:30-5:30 pm & by appointment

COURSE DESCRIPTION
This course provides a managerial examination of the role of communications within the marketing mix. Specifically we discuss one-way communications such as advertising, sponsorship and product promotion together with the role of two-way communications using the internet and social media. Course topics include setting communication objectives, designing and executing a message strategy, using media, and developing an integrated marketing communication strategy designed to connect with and motivate the consumer toward an intended action or belief.

Theoretical foundations will be discussed, but a substantial amount of attention will be devoted to practical applications of the text material to issues that occur each day in the business world. You will be expected to understand the various theoretical perspectives, but you will also be expected to understand how and why they are important to marketers in today’s media environment. This ability to apply the course concepts will be assessed in exams and other assignments.

The course will be conducted as a mixture of lecture, peer learning, and class discussion. Therefore, the success of any class discussion is dependent on class participation, which, in turn, requires preparation. I expect you will come to class each day (having read assigned class materials) prepared to discuss how the topic is used in the consumer world you are exposed to each and every day.

COURSE OBJECTIVES
The intent of this course is to foster a broad understanding of Integrated Marketing Communication. To best achieve this, our key goals are as follows:

- Establish basic knowledge of one-way and two-way marketing communication vehicles;
- Understand how to utilize different marketing tools to develop integrated and cohesive marketing communications designed to achieve marketing goals;
- Understand what constitutes the most effective ways to target and reach consumers;
- Understand how online and social media are changing the marketing mix; and
- Develop a fundamental understanding of management decisions as they relate to marketing communications.
The mission of the College of Business (COB) is to prepare traditional and nontraditional students to compete as professionals in the global marketplace by providing an education that meets the high standards set by AACSB-The International Association for Management Education; to facilitate student learning by blending theoretical foundations with practical application; to advance business knowledge through scholarship and to share expertise through partnerships with organizations. To achieve our mission, we have three categories of learning goals: (1) Business Knowledge, (2) Knowledge of the Business Environment, (3) Business Skills.

This course supports the following specific COB objectives:

**Business Knowledge**
The COB graduate will be competent in a functional area (major field). The COB graduate will also understand the basic aspects of all other functional areas, and understand how those areas are integrated.

While it is essential that each graduate have a deep understanding of one main area of business, all business organizations are highly integrated. Effective managers in business need to understand the basic operations of all functional areas, and understand how those areas can be optimally integrated.

**Business Skills**
(1) **Communication Skills:** The COB graduate will use oral, written, and computerized media to present information to effectively communicate.

Each COB graduate will be required to satisfactorily complete at least four papers, four oral presentations, and one computerized media presentation during the course of his/her undergraduate business education.

(2) **Analytical Thinking & Problem Solving Skills:** COB graduates will analyze situations and make decisions, using problem solving techniques, as well as creative and advanced critical thinking skills.

COB graduates will satisfactorily conduct at least two case analyses and will effectively participate in professional experiences. They should know how to gather data correctly, how to organize it for analysis, and how to use common software tools to aid in the data analysis.

(3) **Interpersonal and Leadership Skills:** COB graduates will work effectively in teams, using interpersonal, communication, and leadership skills.

The COB graduate will satisfactorily complete at least two team projects, during which the graduate will learn team dynamics, small-group leadership, and group problem solving skills.

**PREREQUISITES**
- Essentials of Marketing (Bus 371 or its equivalent)

**COURSE MATERIAL**
GRADE DETERMINATION

- 2 Exams (multiple choice/equally weighed) ................................................................. 200 points
- 3 Social Media Marketing Cases (Individual Written Assignments) ......................... 90 points
- Social Marketing (Team Project: Report & Presentation) ........................................... 200 points
- 2 Ad Applications (Individual 3-5 Min Presentation/Discussion Assignments) .......... 60 points
- Participation ..................................................................................................................... 40 points
- Marketing Terms Pre-Post-test...................................................................................... 10 points

TOTAL POINTS 600 points

Letter grades for all assignments and your final course grade are calculated from your earned point total as a percentage of the maximum points offered. Final letter grades for the course will be determined as follows: 100 to 93 percent (A), 90 to 92.99 (A-), 87 to 89.99 (B+), 83 to 86.99 (B), 80 to 82.99 (B-), 77 to 79.99 (C+), 73 to 76.99(C), 70 to 72.99 (C-), 67 to 69.99 (D+), 63 to 66.99 (D), 60 to 62.99 (D-), below 60 (F).

NO ROUNDING!

Note: All assignments and exams are due at the beginning of class on the date assigned, scheduled, or given. There are absolutely no extensions and no make-ups unless approved by the instructor prior to the due, scheduled or given date. The only possibility of an exception will be for a documented illness or documented family emergency. A visit to the student health center or a regular doctor's appointment is not an acceptable excuse for missing class or for delinquent assignments. Also, I must be informed of a problem prior to the assignment deadline (i.e., not the day an assignment is due or a test is scheduled).

GRADE EXPECTATIONS

For an Introduction to Marketing class, the class GPA ranges from 2.4 to 2.6. For upper level marketing classes, the class GPA ranges from about 2.6 to 2.9. Some variation will exist across classes with respect to grades, but this variation should be fairly small. We believe elevated performance comes in tandem with elevated effort. But please understand that when grading, we grade performance rather than effort.

When grading papers, we examine your ideas, but also the clarity and accuracy of how you present these ideas. So grades will be higher among papers where spelling and grammar are correctly applied, where tables are clearly formatted, and so on.

EXAMS

Two exams will be given throughout the semester. The exams will cover text and all class discussions unless specifically exempted in class by the instructor. Typically, exams will consist of 50 multiple-choice questions. The dates of the exams are listed on the schedule. In the case of multiple-choice items, individual exam questions require you to select the single "best" answer. All alternatives are designed to be reasonably attractive. Please read each question and alternative carefully!! Expect several "not" questions. That is, questions that take the form, "Which of the following is NOT a major factor to consider in developing..." You are looking for the alternative that does not fit. Remember, if any one aspect of an alternative response to an objective question is false, the alternative is false. Questions often ask you to apply the information we have learned to a specific advertising scenario.

The exams are designed to assess your knowledge of the material and your understanding of how the concepts are interrelated. Thus, they are challenging and mere memorization of the text and/or class notes will not assure a passing grade. The questions are designed to assess your ability to think, so you should be able to relate various concepts as presented in the readings and/or discussed in class. They are,
however, challenging and require careful reading. One word can alter the meaning of a sentence, so please do not be hasty. Please take each exam seriously.

**SOCIAL MEDIA MARKETING ASSIGNMENTS**

Students will complete three written assignments where you will read and research a specific social marketing tool and generate an action plan for how to use that social media tool for a specific business of your choosing. These written assignments are designed to encourage you to apply the core concepts we are learning throughout the semester across the various readings throughout this course.

The assignments will be posted on our D2L site and will be discussed in more detail approximately two weeks prior to their due dates. These are **individual assignments** and your work should reflect your own ideas NOT the work of another student or a group effort. Assignments are due at the start of class; they **MUST** be submitted electronically to the D2L drop box **BEFORE** the start of class. **PLEASE NOTE** that assignments sent by email or brought to class and late assignments **WILL NOT** be accepted.

Each written assignment should be 2-3 typed pages in length, double spaced, 12-point font, with 1 inch margins. Grades will be assigned in the following manner:

- **√ +** 30/30 points (A) for the assignment awarded if you exceed expectations outlined for this assignment performing exemplary work.
- **√** 25/30 points (B) for the assignment awarded if you meet expectations for the assignment performing adequate work that demonstrates your understanding of the marketing topic covered with minimal typos or grammatical errors.
- **√ --** 20/30 points (D) given if you did not complete the basic requirements for the assignment and/or your work lacked depth or breadth of coverage for the assignment, and/or your work showed a lack of effort containing typos and/or grammatical errors.

**One grading note:** Most of you will receive a check, meeting expectations. I only award check-plus grades to those papers that truly blow me away! Failure to turn in the assignment into the D2L dropbox by the start of class time on the due date will result in a 0 for the assignment.

**ADVERTISING APPLICATIONS (3-5 MIN MAX)**

Two times throughout the semester you will find an advertisement or other relevant marketing communication to share visually and verbally with the class. Example formats might include a print ad, TV ad (most ads can be found online), mobile phone ad, billboard, online ad, direct mail offer, coupon, etc. You will spend 3-5 minutes sharing how this advertisement connects to a core principle on the topic date (or a recent date with prior permission), pose 1-2 discussion questions and lead a class discussion.

You will sign up for 2 dates (1 per semester half) and select an advertisement prior to the date assigned which you will post in D2L. The goal is no advertisement duplicates. Dates and ads assigned on a first come, first serve basis so **CHECK D2L BEFORE YOU START YOUR PREPARATION** to be sure no one else has signed up for that ad. Grades will be assigned in the following manner:

- **√ +** 30/30 points (A) for the assignment given if you exceed expectations outlined for this assignment. Your research, creative presentation and thought provoking questions demonstrate exceptional knowledge of the topic as well as exemplary presentation skills.
- **√** 25/30 points (B) for the assignment given if you meet expectations for the assignment performing adequate work that demonstrates your understanding of the topic covered, you were well prepared, and you generated good discussion among your peers.
- **√ --** 20/30 points (D) given if you did not complete the basic requirements for the assignment and/or your work lacked depth or breadth of coverage of the topic, or your work showed a lack of effort evidenced by minimal preparation and practice for the presentation.
**One grading note:** Most of you will receive a check, meeting expectations. I only award check-plus grades to those presentations that truly blow me away! Failure to be prepared at the start of class time on your assigned presentation date will result in a 0 for the assignment.

**SOCIAL MARKETING PROJECT (TEAM PROJECT)**

*Social Marketing* utilizes the core principles and techniques of marketing to influence the behavior of a specific target audience with the specific intent of enhancing individual and societal well-being (Lee & Kotler, 2011). Your team is an advertising firm specializing in integrated marketing communications. You are contracted by a non-profit organization to develop a marketing communication strategy and execution plan for sustainability efforts on campus related to recycling behavior. Specific project details and background information will be shared when the project is kicked off in class (SEE SCHEDULE).

The project involves researching the topic and the relevant target audiences. Based on that research you will work to develop a specific communication plan as well as develop a specific marketing communications piece to successfully promote recycling behavior to the relevant audience while simultaneously sharing the overall mission of campus sustainability. Each team will apply the principles of Integrated Marketing Communications to their overall plan developing specific communication objectives as well as ideas for other traditional and non-traditional promotional opportunities. Finally all teams will propose a budget, measurement and follow-up plan for promoting the service. The teams will present their IMC strategy just before Thanksgiving break. Your written report should include the following sections (a more detailed outline will be provided when I introduce the project in class):

- Executive Summary
- Situation Analysis (Special Emphasis on the Behavior Change Element)
- Summary of the Target Audience(s)
- Communication Objectives & Strategy
- Advertising/Promotion Design (2 Detailed Executions: 1 Traditional & 1 Non-traditional)
- Budget, Measurement & Follow-up Plan
- Conclusions & Recommendations

**A NOTE ON GROUP WORK**

Working in groups can often be more difficult than working individually on a project. However, working in teams can provide different insights and have a synergistic effect on your work. It is your responsibility to ensure that all team members contribute to the grade. As in business, your team must learn to work together, come to a consensus on ideas and resolve conflicts that arise. I will be available for consultation if your team cannot resolve their own differences.

Organize early and you will be rewarded! Select a team leader who can organize meetings, keep assignments on time, and make the administrative burden much lighter on everyone. Exchange telephone numbers and e-mail addresses with each other to make contact easy.

Set up a regular schedule of meetings when everyone is likely to attend. Allow extra meeting time during the heavy load periods in case it becomes necessary. Remember, the only people responsible for an efficient team are the team members! All the members will receive the same grade for the team project. "Freeloaders" exist only if the team allows it. Do not complain at the end of the semester that a member of the team did not do his or her part. Let me know at the beginning of such tendencies. We will have peer evaluations. An individual's grade for a project may be downwardly adjusted depending on this evaluation.
GUIDELINES AND EXPECTATIONS
The following are some guidelines and expectations from your Marketing Professors. We hope they help clarify our expectations. See Professor Michael Godfrey if you have questions. Dr. Godfrey is currently the Department Chair and, therefore, he coordinates administrative material for the Marketing Professors.

ATTENDANCE EXPECTATIONS
The Marketing Professors believe that when students miss class, they are not available to share their insights and help develop discussion. They are also not exposed to the “un-scripted” discussions and comments that invariably pop up in most classes. As such they lose out on the richness and perspective that is so important to truly understand how business works. We want our students to possess the insights and dimensionalities gained from the class discussions.

Two percent (2%) of the total semester possible points will be deducted for each unexcused absence. Excused absences may include participation in all-university events and emergencies, provided appropriate documentation is submitted in a timely manner by the student who is absent. Your professor has the right to adjust this policy, for example excusing one non-emergency absence. Missing part of a class multiple times may be treated as an absence. To illustrate, missing part of class four times may equate to two absences.

PARTICIPATION
Throughout the semester attendance and participation each class period will be tracked. Participation includes: asking or answering a question; providing feedback; bringing in an example for class; or presenting a small group’s response to a discussion question. In addition, I will post discussion questions online for each chapter. These discussion questions will be used as part of the small group discussion. Knowing these questions in advance will help you to think about the material and prepare for class each day. You may also use the D2L discussion boards to share examples or to add your thoughts and ideas. As you might expect, there may not be time each class period for every student to answer a question or share their ideas. Evaluation of your participation may also include any online participation if completed BEFORE the class discussion. Note that some in-class participation is expected so not all participation points may be earned online. In addition, I will periodically call on students who do not seem to be prepared or willing to participate in class discussions.

GRADE EXPECTATIONS
For an Introduction to Marketing class, the class GPA ranges from 2.4 to 2.6. For upper level marketing classes, the class GPA ranges from about 2.6 to 2.9. Some variation will exist across classes with respect to grades, but this variation should be fairly small. We believe elevated performance comes in tandem with elevated effort. But please understand that when grading, we grade performance rather than effort.

When grading papers, we examine your ideas, but also the clarity and accuracy of how you present these ideas. So grades will be higher among papers where spelling and grammar are correctly applied, where tables are clearly formatted, and so on.

USAGE OF ELECTRONIC DEVICES
During class, mobile devices are to be turned off and put away (e.g., in a backpack, purse or pocket) unless explicitly approved for use by your instructor. If you are expecting an important call, please set your phone to vibrate and advise your instructor of the potential disruption. Use of lap-top computer/notebook/ipad devices for note taking purposes/following the PowerPoint presentation is permitted. However, I expect your attention to be on the class presentation and discussion. Surfing on the web, having email open for browsing/notifications/responding, and/or having social media programs open for viewing/participation during class are NOT permitted. If I see or suspect you are using your electronic device during class for these non-approved purposes, your personal e-privileges in class will be suspended. If your attention to these devices for any reason continues to be a class disruption (to me or to
the other students) I will, your personal e-privileges in class will be suspended.

OFFICIAL POLICY ON ACADEMIC HONESTY AND INTEGRITY

UW Oshkosh students are subject to the Wisconsin Administrative Code, as well as specific disciplinary procedures duly adopted for our campus. The UW System disciplinary code and UW Oshkosh provisions are available to all students in the Dean of Students Office, Polk Library, Reeve Memorial Union Office, Oshkosh Student Association (OSA) Office, Residence Life Office, and in each residence hall.

Academic misconduct is an act in which a student seeks to claim credit for the work or effort of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination, collaborating with others on work contrary to the stated rules of the assignment; submitting an assignment as one’s own work when part or all of the assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed. Details at:  https://www.uwosh.edu/stuaff/images/Chapter%20UW%20S%2014.pdf

RESOURCES TO HELP YOU SUCCEED

No matter which major or career you choose excellent writing skills will help you succeed and advance in your career. Good writing skills will help you organize and clearly articulate your ideas, often with the intent to persuade your reader. You may want to persuade a prospective employer to call you to set up an interview, persuade a client to accept your proposal over the competition, or persuade your boss that your idea will succeed. In the case of this course, you should strive to persuade your professor that you have learned the material in a way that not only demonstrates the knowledge you have acquired but also facilitates application in the workplace in a fashion that will make your employer glad they hired a UW Oshkosh graduate.

The University of Wisconsin Oshkosh Writing Center aims to help all students become better writers. Use the resources available to help you succeed.

The Writing Center offers students

- Free, confidential, one-to-one, collaborative sessions
- Opportunities to work with trained peer consultants
- Help at any stage of the writing process
- Assistance with any assignment or project in any discipline
- A comfortable, welcoming place to explore and develop ideas
- Opportunities to develop better writing and critical thinking
- Collaborative learning that recognizes writers have full authority over their writing

The writing center is open to all majors at all levels. More than half of students who used the writing center last year had a GPA of 3.0 or higher. It is always helpful to have someone else (a classmate, a roommate, your grandmother, or the writing center) read your paper and give you feedback to ensure you clearly communicate your ideas.
DISABILITY SERVICES
The University of Wisconsin Oshkosh is committed to providing reasonable accommodation for students with disabilities. Please contact the Disability Services [Dean of Students Office, 125 Dempsey Hall, 424-3100 (Voice), 424-1319 (TTY)] for the University’s accommodation request form and documentation requirements or visit their website at http://www.uwosh.edu/dean/disabilities.htm. Information related to an individual’s accommodation request and/or arrangements will be confidential and will be shared with relevant University personnel or offices on a ‘need to know’ basis.

CLASS SCHEDULE
The tentative course outline below indicates the approximate dates when selected topics will be discussed. Note that students are expected to complete the chapter reading assignments prior to coming to class on the dates indicated below. This will assist in note taking and will result in more insightful class discussion. If changes in the schedule are necessary, students will be held responsible for such changes as announced in class. The course schedule contains information regarding the overall flow of the semester as well as week-by-week assignments and readings.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNED READING &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>Syllabus, Changing Ad Paradigm</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>IMC</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/10 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/12</td>
<td>Corp Image &amp; Branding</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 2</td>
<td>T: Social Marketing/Team Project Assn</td>
<td>SM Readings</td>
</tr>
<tr>
<td>9/17–</td>
<td>R: Project Background/Sustainability</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Buyer Behavior</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>9/24 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td>Facebook Marketing</td>
<td>Kabani Ch1, 4, 5, 9</td>
</tr>
<tr>
<td>Week 4</td>
<td>IMC Planning &amp; Adv Mgmt</td>
<td>Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>10/1 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/3</td>
<td>Ad Design: Appeal Types</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 5</td>
<td>Ad Design: Appeal Types</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10/8 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Ad Design: Message Strategy</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 6</td>
<td>Ad Design: Message Strategy</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>10/15 –</td>
<td>R: Exam 1 Ch 1-7</td>
<td>R: Exam 1 Ch 1-7</td>
</tr>
<tr>
<td>10/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Twitter Marketing</td>
<td>Kabani Ch 6 &amp; 7</td>
</tr>
<tr>
<td>10/22 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td>Traditional Media Channels</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 8</td>
<td>Digital Marketing</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>10/29 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>Alternative Marketing</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 9</td>
<td>Database, DM &amp; Personal Selling</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>11/5 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Other SM Marketing</td>
<td>Kabani Ch 8, 10 &amp; 12</td>
</tr>
<tr>
<td>11/12 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/14</td>
<td>Sales Promotions</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 11</td>
<td>T: PR &amp; Sponsorship</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>11/19 –</td>
<td>R: Team Presentations</td>
<td>R: Social Marketing</td>
</tr>
<tr>
<td>11/21</td>
<td></td>
<td>Team Projects DUE</td>
</tr>
<tr>
<td>Week 12</td>
<td>T: Team Presentations</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>11/26 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Regulations &amp; Ethics</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>12/3 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/5</td>
<td>Evaluating IMC</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Week 14</td>
<td>Evaluating IMC &amp; Review</td>
<td>R: SM Case #3 Due</td>
</tr>
<tr>
<td>12/10 –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/12</td>
<td>R: Exam 2 Ch 8-15</td>
<td>R: Exam 2 Ch 8-15</td>
</tr>
</tbody>
</table>

IMC: Fall 2013