

**BA in Management Program
Spring 2022****MKTG 511 & 808– Integrated Marketing Communications**

Instructor: Barış Erman Depecik
Office: SBS 1069
Phone: (216) 483-9649
Fax: (216) 483-9699
E-mail: baris.depecik@sabanciuniv.edu
Web: SuCourse
Office Hours: Tuesday 16:40-17:30

Type	Time	Days	Where
Class	19:40 am - 22:30 pm	T	Online
Class	19:40 am - 22:30 pm	W*	Online

*: Only on 2 March, 27 April, and 11 May.

Course Objective:

The main objective of this course is to walk the students through the steps required to develop an effective marketing communications campaign. Therefore, the course endorses a practitioner, more than an academic, focus. Stressing this applied focus, we will understand how consumers make their buying decisions, discuss the most recent marketing communications campaigns by brands and agencies and explore the reasons why a communications campaign is successful (or not successful). The course also involves a team project to give students hands-on experience in applying what they learn in the classroom to a realistic business situation.

Learning Outcomes:

This course is designed to give you the knowledge and skills to design, develop, implement, and critically evaluate marketing communication strategies.

Upon completion of this course, you should be able to

- get familiar with the advertising industry and the structure and functions of the organizations involved
- sharpen their understanding of the individual elements of the marketing communications mix and how they are combined into an integrated communications campaign
- analyze the key drivers for successful marketing communications programs and apply specific tools and approaches to evaluate the effectiveness of communication campaigns from the business, regulatory, social & ethical points of view
- improve their skills at developing a communications plan (including a creative copy)

In addition, the course also aims to promote critical and analytical thinking, enhance decision-making, team-working, and communication skills.

Course Material:

1. Clow, Kenneth E., and Donald E. Baack. Integrated Advertising, Promotion, and Marketing Communication. Pearson, Global Edition, 8th Edition

<https://www.homerbooks.com/urun/integrated-advertising-promotion-and-marketing-communications>

2. Articles: Links to assigned links are available via course webpage
3. Assignment Instructions and Lecture Notes: Posted to course webpage

Optional Reading Material:

Belch, George E., and Michael A. Belch. Advertising and Promotion: An Integrated Marketing Communications Perspective. New York: NY: McGraw-Hill.

De Pelsmacker, P., Geuens, M., & Van den Bergh, J. (2007). Marketing communications: A European perspective. Pearson education.

Course Web:

Students are expected to check the course website frequently as assignments, lecture notes, and grades will be posted on the website. Students should use the Question and Answer (Q&A) discussion board on course website.

Sabancı University uses a very powerful web-based tool called Turnitin. Turnitin is the worldwide standard in online plagiarism prevention. It allows instructors to compare student papers against a database composed of millions of articles. Every paper you submit will be scanned by Turnitin, and results will be reflected in your grades

Instructional Design:

We will have a variety of learning activities including the presentation of concepts and principles by the instructor, discussion of current practices and trends in the business environment which relate to the topic (as presented in selected newspapers and magazines), and discussion of the implications of latest scholarly research and case studies.

Each lecture will have a theme, and we will learn about it through videos, articles and discussion. In the regular lectures, I will first explain and clarify key theories and concepts, and then we will apply them to business problems in hands-on sessions. After some sessions, we will work in project teams and apply these concepts to the IMC project (please see Requirements-IMC Project on this syllabus for more information) In some classes we will discuss examples from articles that have appeared in the business press.

Class discussions will provide an opportunity for further exploration of the concepts and examples. Students are also encouraged to find and use outside resources (cases, press readings, examples) to enhance their understanding and judgment of the course topics. Advancing other students' collective skills and knowledge by sharing a research finding, an opinion, an illustrative example or a case in class is highly encouraged. Although the lecture notes address the material in the articles, we also introduce a substantial amount of new material during class time. It is therefore crucial that you take notes in class.

There will be 2 guest speaker sessions. Guest speakers allocate their extremely valuable time to share their experiences with you. Those sessions provide excellent learning opportunities as they combine insights from a variety of perspectives – both managerial and scientific. Therefore, it is of utmost importance to participate in those sessions and be active in the discussions.

Grading:

IMC Project (teamwork)	: 40%
In-class Learning Activities and Participation	: 25%
Final Exam	: 35%

Peer Evaluation in Teamwork

Students will be asked to provide an evaluation of the members of their team in the course project. Each student will divide 100 points between the members of her team, including herself. This division should reflect that person's judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfill their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students.

In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks--possibly after meeting with the members of the team.

In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. For example, in a group of four, if Students A and B believe they did most of the work, and Students C and D believe otherwise, the team may be called in for an interview in order to be fair to

everyone. Past experience indicates that in most groups points will be distributed evenly. There will be a few groups where peer evaluations will play a role in the marks. The primary goal of this exercise is to avoid giving undeserved credit to individuals who did not help their teams. However, it is possible to have upwards adjustments of marks in case of students who have done more than what the group expected of them.

The peer evaluation will have a direct impact on your project grade. To give a simple example, if the group mark is 25 out of 30, and if your peer evaluation indicates that your contribution was less than what was expected, then your project mark will be less than 25 out of 30. There are no simple rules for adjustment.

Requirements:

IMC Project: To gain a hands-on experience in planning, designing, developing, and evaluating a marketing communications campaign, all students will participate in a course project. The project is designed in a structural setting considering the roles and responsibilities of clients (brands) and agencies in the IMC process and their relationship. Teams will work on this project throughout the semester in three stages.

In the first stage teams will develop a written agency brief. The purpose of agency brief is to give clear direction on what is important and to clarify the issue that you are seeking to address. A guide on writing a good brief will be available on course website. There will also be an in-class exercise on how to write the brief. Teams will present their agency brief to class in the session named “The Pitch”.

In the second stage, teams will develop an integrated communications plan. It is the extended version of a creative brief written by the strategy department within the agency for two purposes: i) to present a framework for creative approach and guide the creative team in the production process ii) to promote communications strategy to the client and get client’s approval before the production stage. In very simple terms, you are expected to present the foundation for your creative approach. The integrated communications plan should contain a well-identified and articulated summary of the key considerations involved in your communications strategy: background overview, target audience details, information on competitors’ communication strategies, short- and long-term objectives, what you will communicate, how you will communicate, and estimated budget. Teams do not need to submit anything at this stage, but they are required to discuss their integrated communications plan with the instructor in the IMC Project Meeting. This way, students can revise their communications plan based on the feedback before the execution stage.

In the third stage, teams will create an engaging campaign which provides a solution to the identified communications problem. You are encouraged to get practical with your creative skills, engage in the creative process, and have fun. Teams will submit an execution report which also includes links to their execution. This stage will culminate in an oral presentation and discussion session.

The total contribution of IMC Project to your final grade is 40%. (Agency Brief: 15%, IMC Plan:10%, Execution:15%).

In-class Learning Activities (includes in-class exercises, case discussions, and debates):

Discussion sessions will provide an opportunity for further exploration of the concepts and examples. Students are expected to be prepared at all times to contribute to and comment in any class discussion. The assessment of your contribution will be based on your ability to communicate your ideas effectively and how much you advance other students' skills and knowledge by sharing a research finding, an opinion, an insightful observation, or an illustrative example.

Final Exam: Final exam will be given at the end of the course. The exam questions are designed to distinguish those who have learned something in this class from those who have not. Accordingly, your responses reveal the extent to which you are able to use concepts and theories to improve (deepen, sharpen, make more accurate, and insightful) your answer as compared to what they could have said before taking this class. That is, what you learned in this course should have become a part of your judgment and allow you to make better decisions. Basically, you should demonstrate the ability to frame a situation given in the question, identify what class materials apply to that particular situation, and to make a correct application to enhance your judgment/interpretation/evaluation of the situation. There will be a review session before the final exam.

Academic Honesty:

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one's paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

Classroom policies and conduct

Our program values participatory learning. Establishing the necessary social order for a participatory learning environment requires that we all:

- For online exams, your webcam and microphone should be on during the exam. In the case of non-compliance with this and other declared exam procedures, your exam will be void. Make sure to check that your webcam and microphone function properly before the exam.
- Oral exam will be applied in case necessary
- You must attend the synchronous Zoom lectures, recitations, etc. and real-time online exams with your SU email account
- Course content created by instructors is considered the instructors' intellectual property, it should not be distributed, shared in any public domain, or sold without prior written consent. Students are not allowed to record lectures. Ethics committee may run an investigation if a student shares course content in public domains.
- Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates. This requires that you complete the assigned readings for each session before class starts.
- Come to class on time.
- It is the policy of this class for students to turn their cell phones off during the class. If you need an exception, please contact me.
- Attendance: Attendance is a key part of the learning experience. You are expected to attend at least 70% of all class sessions. Please read the following WSJ article, "The Case Against Cutting Class". <https://www.wsj.com/articles/the-case-against-cutting-class-1534374214>
- Attendance and participation are two different things. Your In-Class Learning Activities grade will not reflect your attendance, it will reflect the extent to which you contribute to the collective knowledge we build in class.
- Students with Disabilities: Any student with a disability is encouraged to contact me to discuss special accommodation needs. I will make every effort to help.
- Assignments: Assignment deadlines are given on this syllabus. Assignments must be submitted in the pdf format. Late assignments will have 20% per day deducted up to five days late. All assignments should be submitted via SuCourse. Assignments will be scanned by Turnitin. Emailed assignments will not be accepted (please do not ask for exceptions to this rule).
- Grading Criteria: All assignments will be evaluated using the following criteria: critical thinking, precision, clarity, brevity, relevance, importance, completeness, and originality.

Course Schedule:

Session 1	Date: 1.03
	Topic: Introduction to IMC
	Requirements:
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Session 2	Date: 2.03
	Topic: IMC Project Information Session – Sustainability Communication
	Requirements: Project Teams will be finalized during the session
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Session 3	Date: 8.03
	Topic: The Consumer – How They Make Decisions?
	Requirements:
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Session 4	Date: 15.03
	Topic: The Client – Promotional Planning, Budgeting & Objectives
	Requirements: In Class Exercise – Writing an Agency Brief
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Session 5	Date: 22.03
	Topic: The Pitch (Agency Brief Presentations)
	Requirements: Agency Brief due 5pm 20.03 (both the brief and slide deck)
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Session 6	Date: 29.03
	Topic: The Agency – Strategic Planning & Creativity
	Requirements: In Class Exercise – Competitor Analysis
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Session 7	Date: 5.4
	Topic: Mediums – Traditional & Digital
	Requirements:
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Session 8	Date: 12.4
	Topic: Generating Consumer Insight (Guest Speaker)
	Requirements:
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Session 9	Date: 19.4
	Topic: Communication Strategy (Guest Speaker)
	Requirements:
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Session 10	Date: 26.4
	Topic: IMC Project Meetings
	Requirements:
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Session 11	Date: 27.4
	Topic: IMC Project Meetings
	Requirements:
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Session 12	Date: 10.5
	Topic: Execution Presentation
	Requirements: Peer Evaluation Form due 5pm 08.05 Execution Report due 5pm, 08.05 (the report and slide deck)
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Session 13	Date: 11.5
	Topic: Other Promotional Mix Elements
	Requirements:
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Session 14	Date: 17.5
	Topic: Exam
	Requirements:
