

**BAMA 504-001: INTEGRATED MARKETING COMMUNICATIONS**  
**Syllabus**

**COURSE INFORMATION**

**Division:** Marketing

**Classroom Location:** HA 337

**Course Duration:** Sept 6 – Oct 16 2021

**Class Meeting Times:** Mon-Wed 8am-9:50am, makeup class for Sept 6 will be Sept 10, 8am-9:50am

**Final:** Within October 12-16 inclusive, time/place determined by Graduate Programs office once class enrolment has been determined; announced during week 2 of the class



**Instructor:** Ann Stone

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**Phone:** 604-822-3176 (office) 604-644-5127 (mobile)

**Office hours:** Mondays 10:30-11:30, in-person, appointment and drop-in. Tuesdays 10-11:30, online, appointment and drop-in. Wednesdays 7-7:45pm, online, appointment only. Friday 10-11, online, appointment only. Make appointments at [www.calendly.com/ubcmktgprof](http://www.calendly.com/ubcmktgprof)

**Office location:** HA564

**Social Media:** LinkedIn <https://www.linkedin.com/in/annmariestone/>, Twitter ann\_m\_stone

**COURSE GOALS AND DESCRIPTION**

*Goal: To provide introductory skills and applied experiences in within marketing communications.*

Without effective communications about an organization's offering of great products, services, or contributions can be ineffective *because no one knows the ideas are there or contributions being made.*

**Integrated:** means we look at all the reasonable ways to communicate, using as the touchstone the belief that coordinated communication efforts work better than diverse, non-connected efforts. This includes areas that are sometimes thought of as disciplines of their own, such as PR, Digital Marketing or Social Media Marketing. All of these are tools – amongst many others – that may be deployed in pursuit of the goals identified.

**Marketing:** is our craft

**Communication:** based on a core principle that "everything communicates"; every communication, whether intentional or not, communicates something to your intended and unintended target audiences. We focus on doing so with intention

Who benefits from this course: Marketers, entrepreneurs, anyone who needs to learn how to target a communication in a multitude of situations and through a variety of ways. It also has significant benefit to job seekers as using these techniques in that manner has significant impact.

**COURSE FORMAT (if COVID-based adjustments are required for our safety this format will be retained)**

This course employs several methods of educational experiences:

- Prep materials will be provided which may include readings, videos, quizzes, or other means. Students are expected to come to class with this material reviewed and internalized.
- We take our precious time together in class to not have your instructor "teach" but instead to explore carefully designed activities which will bring the concepts learned in the prep as well as throughout the course to life. You are a vital part of the learning process, in your participation in the exercises and comments as we discuss the activities, cases, and concepts.

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- An after class experience guided in the Post Class page in Canvas. Here you will find any slides, if used, as well as any promised follow up. In addition, there may be additional resources for those curious about the day’s topics. These items are truly optional and are not required for superior performance in this course (if that is your goal). For those of your exploring Marketing as a profession these may be highly useful elements to dig deeper into topics of interest. Hint: download PDF’s of the materials and make the read/don’t read decision later. If you don’t do that during the course time they are not available approximately 45 days after the exam period closes.
- The simulation will require you and your team of 3 to meet outside of class. The timing of this work balanced against the course prep has been prepared so that this should not be an onerous addition to the course workload.
- A final exam, using a case as stimulus, will allow each of you to explore the course concepts one last time proving to your instructor - but more importantly to you - that you have a solid understanding of the course content.

**LEARNING OBJECTIVES**

What you will be able to do after taking this course:

- Learn **How to Write Creative Briefs**, the core of the course. This is the moment when the person who knows the brand best hands the brief covering the activity over to the person who is going either create something to make that communication happen or find a channel to find that person to communicate through. Great briefs lead to great creative placed for impact. This is a core marketing competency.
- One of two possible outputs of a brief is **the placement of the marketing communication**. You will **learn through a simulation how to select media strategically**.
- The second possible output of a brief is “creative”. You **will learn how to think about creative and evaluate it**, including providing feedback.
- Through cases, readings, discussion and more you will **become thoughtful about your role as the leader of marketing communications**.

**ASSESSMENT SUMMARY**

<b>Evaluation</b>	<b>Specifics</b>	<b>Points</b>	<b>Graded as:</b>
Class Participation and attendance	All classes <ul style="list-style-type: none"> <li>• Midpoint feedback</li> <li>• Final feedback</li> </ul>	7 8	Individual
Positioning Statement Exercise	Quick – but vital – assessment to insure you are writing these statements correctly	5	Individual
Media Simulation	Pre-Simulation Brief Simulation Performance Simulation Recap/Key Takeaways	12 6 12	Team
Active Learning	Various activities, most between .5 pts to 1.5 points, generally prior to each class, includes in-class activities.	20	Individual
Final Exam	Taken during exam week, covering all course elements	30	Individual
		<b>100</b>	<b>Total</b>

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**ASSESSMENT DETAILS**

**Media Simulation**

The media simulation allows you to set up a media brief using data from the simulation, to then run the 5 years of the simulation using your Brief as your starting point but adjusting your performance given the results that you receive from each of your decisions.

The Brief upfront is “forces” you to engage with the many sources of information within the simulation and to have a strong starting point for your first year decisions. You will receive feedback on your work prior to running the first year of the simulation.

Your simulation mark is a quantitative ranking of your performance on OPI, your profitability and performance measure in the simulation. You run the simulation against the competitors who are managed by the computer; the simulation is not run “against” your classmates. The OPI is a standard measure of performance which allows comparison across different runs.

The Recap and Key Takeaways is for you to digest your learning through a guided set of questions.

**Active Learning: Day by day quizzes, in-class activities**

Quizzes may be accessed in Canvas on each Day’s Module (using Module to navigate into the Day). Some in class activities will generate a worksheet which will be handed in. These will cumulatively add to up to your Active Learning Mark. Note: If point value is less or more than 20, the math is ((your score)/possible points) \* 20.

**Positioning Exercise**

You will practice writing positioning statements in an individual assignment so that each of you receive personal feedback on your technique and thinking in this area.

**Final Exam**

A case will be made available to you prior to the exam so that everyone has an opportunity to review and digest the contents. On the exam day you will receive a set of questions to respond to that connect to the concepts learned in the course plus the information from the case. It’s fun! ©

**Participation**

Active engagement in the class conversation is an expectation. To assist in this process, students are asked to sit in the same seat each class so that a visual schematic for notetaking during the class period may be developed. There will be a mid-term progress grade provided after Class 5 and a final grade is delivered after Class 10.

Participation is a combination of attendance and active vocal contributions to the class.

Attendance awarded daily out of 1 possible points:

Points	Explanation of mark awarded
0	Absent or 30+ minutes of missed class
.25	29 minutes or less of missed class with no communication.
.5	29 minutes or less of class missed; with an understandable well communicated rationale. Communication is key; mark is flexible based on issues faced.
1	Present, engaged

Participation awarded daily out of 10 possible points:

Points	Explanation of mark awarded
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0	No participation
3	Contributions which are substantively derivative, questions to reiterate or confirm information, general comments. This is also the expected points for answering a question directed to you (although higher marks may be awarded)
6	Volunteered contributions which build the conversation and show significant preparation and/or reflection upon the topic at hand.
8-10	Comments of significant originality or insight. Tracked by your instructor; I confer after class with the TA and award these larger amounts.

Points are totaled for each mark; they are used to rank the class and award point values to your work relative to the contributions of others in the class.

To encourage a wide range of voices in our highly participative class, the following techniques will be utilized:

- Random acknowledgement of those wanting to share. Generally, the first hands in the air are those that are called on. That technique, however, is not fair for those who need a little time to collect their thoughts and prepare them to share. The instructor will call on hands in a more random order to be fairer to the various learning styles in the room.
- Not everyone will be called on; time constraints exist on every topic.
- *Emails after class count as participation.* Sometimes the “right idea” comes after class, or you don’t get called on, or you’re just not comfortable speaking in class that day. For these instances and others, emails to the course instructor within 36 hours of the class time will be considered for participation. The amount of the point value will not be as high as if it was shared in class because *if you share it in class we all learn from you, if you share it with the instructor only one person learns.* A 6 point in-class comment may be a 3 if emailed; that said, it is far better to send it in than leave the thought unshared and not receive credit for having had it.

**LEARNING MATERIALS**

**Required Coursepack Purchase:** is through Ivey Publishing, which is likely familiar to many of you. Link is in process as of Version 1 of the syllabus.

**Required Simulation Purchase:** is through StraxSimulations. Do not purchase this simulation until you’re certain you will continue in the course; all sales are final and there are no returns or refunds.

1. Go to <https://shop.stratxsimulations.com/>
2. Enter the file number: P60BFCED
3. Tick that box indicating you are not a robot and click ENTER
4. Verify the order and register on the ecommerce site; complete the order
5. You will now have access to the simulation A19221 - BAMA504-001 Fall 2021

**Required Reading:** Available on Canvas or Canvas->Library Online Course Reserves (left hand nav)

**Optional materials,** in priority order for this class

- **Different, by Youngme Moon. ISBN: 978-0307460868.** If you’re a marketer, buy this book! Available through the UBC Bookstore (I ordered some), Apple Books eBook and amazon.ca for print only.
- **Hey Whipple, Squeeze This, Fifth Edition, by Luke Sullivan. ISBN 978-11118101339.** Don’t get earlier editions. Available through Apple Books eBook and amazon.ca, print only. Focused on the agency world.

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- A complete listing of other books I have found useful in my business career (not IMC specifically) may be found at [blogs.ubc.ca/annmariestone](https://blogs.ubc.ca/annmariestone) (no CWL required)

**COURSE SPECIFIC POLICIES AND RESOURCES**

*Missed or late assignments, and regrading of assessments*

Late submissions will not be accepted and will receive a grade of zero.

*Academic Concessions*

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

*Grading scale and average*

This course will be marked to the Sauder School of Business grading policies for Master's level courses, as documented through the Dean's office. The expected class mean is a B+/A-. It is important to note that the letter grading scale anticipates that all letters are utilized in order to fully recognize academic accomplishment.

*Weighting of Assignments:*

The instructor reserves the right to reweight the course assignments if required impacting all students equally. Re-weighting of course elements does not occur for individual students except for academic concessions.

*Grading questions*

Students are responsible for monitoring their own progress of points/assignments on Canvas. Questions on any points awarded should be raised within 7 days of the posting of the grade. Please handle these via email, subject line should be "Question concerning x mark". After 7 days, the grade is considered final for that assignment/activity (items under review are not included in this constraint).

*Feedback*

I will make every effort to return assignments as quickly as possible; I grade several items personally to provide coaching. This process does require significant time; your patience is appreciated.

Recognize that feedback comes in many ways and comments on your work are but one source. In each class, you will be treated to almost two hours of conversation about the topics of the day. You should be comparing your thinking from the pre-reading and your work experiences on how your ideas compare to your classmates' and the instructors'. This second type of feedback is the skill you will need in the workplace as written comments and a grade is a rare occurrence.

*Ear buds*

Ear buds are not permitted at any time in the classroom. It is the student's responsibility to remove them prior to the start of class. Ear buds left in result in a participation mark of zero for the day.

*Written Language Requirements Individual Submissions*

Everything students deliver in this class is to be written in clear, grammatically correct English. Great ideas written poorly receive poor grades as do poor ideas written well. In a fast-paced business world, the ability to convey ideas with clarity and conviction is imperative.

*Written Language Requirements Team Submissions*

These are the same as individual submissions, with the addition of this instruction: the role of editor is to compile the work created separately by each teammate and creating a cohesive document that reads as if it was written by one person. *The editor role is not to correct grammar.* If editors are reworking contributions to fix grammar, this feedback is encouraged in peer reviews. An individual grade for any team submission may be reduced if others report they were required to correct basic grammar issues to craft a final submission.

**POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL**

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*Attendance*

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on the transcript.

*COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible Covid-19 infection, they should use the BC Ministry of Health’s [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

*Covid-19 Safety in the Classroom:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for Covid-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of Covid transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding Covid-19 protocol on campus: <https://students.ubc.ca/campus-life/returning-to-campus>

*Punctuality*

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

*Electronic Devices*

In-Person Regulations

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Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

**On-Line Lecture Regulations**

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

*Citation Style*

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

**UNIVERSITY POLICIES AND RESOURCES**

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

*Respect for Equity, Diversity, and Inclusion*

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and

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source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

*Academic Integrity*

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

*Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:

<http://academic.ubc.ca/support-resources/freedom-expression>

*Copyright*

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor. Students may not share class Zoom links or invite others who are not registered to view sessions.

*Acknowledgement*

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

*Online teaching tool & Requirements, if required*

This course might be taught using Zoom for synchronous classes and will be used for office hours.



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For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca). You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

**COURSE SCHEDULE**



