

COURSE INFORMATION

Division: Marketing

Classroom Location: HA 335

Course Duration: Sept 6 – Oct 16 2022

Class Meeting Times: Tue-Thur 8am-9:50am

Final: Within October 11-16, time/place determined by Graduate Programs office; available week 2 of the class

INSTRUCTOR INFORMATION

Instructor: Ann Stone

Email: ann.stone@sauder.ubc.ca

Phone: 604-644-5127 (mobile)

Office hours: Mondays on Sept 12, 19, 26, Oct 3, 10:30-11:30 in-person, HA 564

Wednesdays & Thursdays 10:30-11:30am, online, appointment only. Make appointments at <https://calendly.com/ubcmktgprof/office-hours>. No drop in's during this time; I just log in when needed.

I have other time available, if these times don't work for you simply email me and we'll sort it out.

Office location: in process

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 within marketing communications.*

Without effective communications about an organization's offering of great products, services, or contributions are useless *because no one knows what is happening*. Marketing communications is about making sure "people" know about the brand/firm/person's activity.

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 communication goals.

Marketing: is our craft

Communication: "everything communicates"; every communication, whether intentional or not, communicates something to your intended and unintended target audiences. We learn to be intentional with communication.

Who benefits from this course: Marketers, entrepreneurs, current & future business leaders. There is significant benefit to job seekers a personal communication plan to find a new role is a critical step to finding a job.

COURSE FORMAT

This course employs a sequence of educational experiences:

- Each class opens with review and understanding of assigned prep materials, such as readings, videos, exercises.
- Our class time together is to explore designed activities to bring the concepts learned in the prep to life. You are a vital part of the learning process, both in your participation in the exercises and insights as we discuss the activities, cases, and concepts. There will sometimes be new or more advanced concepts introduced during class time; when used these slides will be available after class.
- An after-class guided in the Post Class page in Canvas closes out each learning cycle. Here you will find class materials, follow-up and 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. For those exploring Marketing as a profession you may wish to download the materials to reference later.
- A media focused simulation completed in teams of 3 will take your learning of this element of marketing communications to a much deeper level as you navigate several years of a brand's media plans.

- A final case-based exam will allow each of you to explore the course concepts proving to your instructor - but more importantly to you - that you have a solid understanding of course content.

LEARNING OBJECTIVES

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

- **Write Briefs**, for media and for creative, which is the core of the course. This is the moment when the person who knows the brand best hands over the strategy 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.
- **Place marketing communications for impact** through a simulation how to select media strategically.
- Gain insight into **how to think about creative and evaluate it**, including providing feedback.
- Gain appreciation for the **role as the leader of marketing communications**.

ASSESSMENT SUMMARY

Evaluation	Specifics	Points	Graded as:
Class Participation	Midpoint feedback for reference with no mark; final mark total	10	Individual
Positioning Statement Exercise	Quick, 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 either prior to or during class sessions	20	Individual
Final Exam	Taken during exam week, covers all course elements	30	Individual
		100	Total

ASSESSMENT DETAILS

Media Simulation

The media simulation allows you to set up a media brief using data from the simulation, reinforcing a key skill in the course, 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 teams.

The Recap and Key Takeaways paper 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 and are linked in each prep module. 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 coaching on your skills 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! 😊

Attendance

Pursuant with RHL guidelines, your attendance is tracked *only to ensure that you have attended 80% of the available class time*. There is no mark or score associated with attendance.

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.

Participation is an active vocal contribution to the class; and awarded daily out of 10 possible points:

Points	Explanation of mark awarded
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 in every situation.
- *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 4 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: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000E8q9yEAB>.

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: **P62E98B3**
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: All readings are detailed within Canvas; the majority of materials are available through links available in the module prepared for each day.

Optional materials, in priority order for this class

- **Noted optional materials available on the Post Class Page:** use/impact is covered elsewhere
- **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 or Sixth Edition, by Luke Sullivan. ISBN 978-11118101339.** Available through Apple Books eBook and amazon.ca, print only. Focused on the agency world.
- 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 (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

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 and 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.

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

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 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.

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^wməθk^wəyəm (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.

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). If you have trouble creating an account, or accessing a Zoom session, please contact 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

#	Date	Day	Key Topic Focus	Required Prep greater detail provided in Canvas module READ BEFORE EACH CLASS	Active Learning	Pts	Individual Work	Media Simulation Activities	Pts
1	6-Sep	Tue	1) Hello & welcome 2) Positioning as the starting point of all communication	1) Review syllabus, Canvas 2) Read the Positioning Guide 3) "How to use segmentation Effectively" Library Reserves	2 prep quizzes, 2 In-class worksheets	4	Positioning Assignment opens after class		
2	8-Sep	Thu	1) Discuss Briefly 2) What is a Brief and Briefing? 3) Unintended target audiences	1) Two videos posted on module page in Canvas 2) Read the Brief posted on Canvas	Best Quote, Briefly, Unintended audience worksheet	2			
3	13-Sep	Tue	1) Media, one output of the brief 2) The funnel 3) Teams and Digital Media Pro covered	1) Media pre-read 2) Second reading dependent on potential guest	Prep quiz, worksheet in class	2	12:01am hand in positioning assignment	Teams finalized, learn about the funnel	5
4	15-Sep	Thu	One Plus case IMC metrics	1) Metrics pre-read 2) One Plus Case review	pre-class quizzes	2		work on your starting point Brief	
5	20-Sep	Tue	1) Pillsbury Cookie Challenge (using consumer data for IMC) 2) Taco Walvis' work; why we care	1) Pillsbury Cookie Challenge (Ivey Case #W11020) 2) Taco Walvis' piece, use Canvas uploaded copy	Prep quiz, worksheet in class	2		11:59pm Hand in your starting Brief for the simulation	12
6	22-Sep	Thu	The creative side of briefing; how does it work? 2) Brief ->Creative, the "sensory inventory"	1) Landor: The Big Book of Marketing Library Reserves p1-3 & 5-23 2) Sauder Style Guide	Prep quiz, worksheet in class	2		Ann commenting and marking your papers	
	23-Sep	Fri					Mid-point participation	Feedback on your Brief posted	
7	27-Sep	Tue	Day in the classroom on the simulation. Ann there for coaching.	Review all feedback from the starting point paper delivered Friday over the weekend. Optional team meeting as preparation.				Running years 1 & 2 at least in class	
8	29-Sep	Thu	Further thoughts on creative, creativity, and how provide feedback to creative people	Will be an article on LOCR	Prep quiz, worksheet in class	2		Complete all runs by 11:59pm	

	30-Sep	Fri		WATCH: Ann will prepare a debrief of the simulation results; the viewing of which is essential to complete and incorporate into your After Simulation Paper						6
9	4-Oct	Tue	Messaging Strategy, Social Media and its implication on IMC	Earl's Case, read Nestle article, LOCR, read	Prep quiz, worksheet in class	2				
10	6-Oct	Thu	1) Y. Moon, advanced positioning, its impact on unintended & intended TAs 2) IMC for YOU	1) Hostility from Different 2) Break Free from the Product Life Cycle, HBR	Prep quiz, worksheet in class	2				
	7-Oct	Fri	Examination case will be posted as a pre-read	You have the opportunity to individually read the case to insure understanding of the materials	Anticipated points; check Canvas to confirm	20	Participation	10	11:59 pm After Simulation Team Paper due	12
	10-Oct	Mon	Canadian Thanksgiving	No examinations scheduled	((your total)/(total possible points))*20					
	TBD		Come into the assigned room to answer a few questions about IMC and the case	Exam will be between Oct 11 & 15	active learning mark out of:		Final Exam	35		
				Totals		20		50		30
									Course Total	100