

SYLLABUS, INTEGRATED MARKETING COMMUNICATIONS, BAMA504-821

COURSE INFORMATION

Course code:	BAMA504-821	Credits:	1.5
Session, term, period:	2022S1	Class location:	Delivered online
Course duration:	July 8 – August 7, 2022 (PDT) July 9 – August 8, 2022 (CST)	Pre-requisites:	MBA Foundation
Division:	Marketing		

CLASS MEETING TIMES

<u>CLASS</u>	<u>VANCOUVER PDT</u>	<u>SHANGHAI CST</u>
Class #1	July 08 17:00-21:15	July 09 08:00-12:15
Class #2	July 09 17:00-21:15	July 10 08:00-12:15
Class #3	July 15 17:00-21:15	July 16 08:00-12:15

INSTRUCTOR INFORMATION

Instructor:	Ann Stone	Office location:	Working from home
Phone:	604-644-5127 (cell)	Office hours:	Appointments by email
Email:	Ann.Stone@sauder.ubc.ca		

My professional credentials may be viewed: <http://www.linkedin.com/in/annmariestone>

We are lucky to have a returning TA from this online course in 2020 to assist us in participation tracking, logistics, and team support. While I think it is usually best to ask me content questions Jamie knows this content very well as well and is a backup for questions too. Reach out to Jamie during class time with the Chat function in Zoom by selecting her name; outside of class times her email is: Jamie.Boyle@live.ca

COURSE DESCRIPTION

This course is specifically designed to deliver a strategic understanding of the field of Integrated Marketing Communications (IMC); its language, activities, and core principles. The focus is how IMC adds value not only to a business but also to one's own IMC efforts. Each of us is a communicator with something to say. This class is built around the understanding that it is primarily an IMBA class; students come from a variety of disciplines and work experiences; it is more strategic than a more focused IMC course. 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. Marketing: is our craft. Communication: Everything Communicates: Every communication, whether intentional or not, communicates to your intended and unintended target audiences.

COURSE FORMAT

We will use Zoom for classes during the scheduled class times. The blend of synchronous and asynchronous teaching and compressed synchronous time together requires the following:

- 1) Diligent completion of the prep work; this gives you the necessary foundation.
- 2) Engagement during class time. In an effort to gain engagement, I will call on folks to contribute. While I know this is uncomfortable for some of you, there is also research that indicates that when invited to join the conversation specifically it is easier for students to share their ideas.

- 3) Be diligent with the in-class exercises: they have been created to engage your thinking further than lectures can ever achieve. Dig in!
- 4) Questions and comments enhance our learning; bring them into the class.

How our classes run:

- 1) Some lecture; but *not to reiterate concepts from the prep work*. Lectures are to expand the topic with new tools, concepts, or uses of the concepts.
- 2) “Do” work with the ideas through guided exercises.
- 3) Conversation to learn from one another.

LEARNING OBJECTIVES

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

- **Select, thoughtfully and with purpose, a target audience** both qualitatively and quantitatively.
- **Write a positioning statement** in the right format and with the right strategic considerations.
- **Create Briefs, used to deliver Creative and Media**. Great briefs -> great creative placed for impact.
- Explore how **Briefs lead to great creative as well as how to evaluate creative**.
- **Media planning concepts** by completing a simulation as a hands on learning experience for not only media but as an excellent application of many of the course concepts.

ASSESSMENTS

Summary

Graded event/activity	Date Due Vancouver PDT	Due Date Shanghai CST	Points	Graded as:
Teach Me!	July 6 09:59	July 6 23:59	1	Individual
Digital Media Pro Quiz	July 8 16:59	July 9 07:59	1	Individual
Briefly Quote	July 8 16:59	July 9 07:59	1	Individual
Prep Assignment #1	July 8 16:59	July 9 07:59	5	Individual
Prep Assignment #2	July 15 16:59	July 16 07:59	6	Individual
		Pre-class total	14	
Simulation Performance	Completed in Class 3	Completed in Class 3	6	Small team
Participation	No date	No date	10	Individual
Exercises in classes 1 & 2	Completed in class	Completed in class	6	Small team
Exercises in class 3	Completed in class	Completed in class	4	Small team
		In-class Total	26	
Simulation Recap & Reflection Paper	Aug 7 08:59	Aug 7 23:59	20	Small team
Final Paper	Aug 7 08:59	Aug 7 23:59	40	Individual
		After Class Total	60	
		Course total	100	

This course will be marked to the UBC Sauder School of Business grading policy for Graduate courses. The expected class mean is an 80%. All marks appropriate to reflect student performance will be used. I reserve the right to reweight the course assignments. If reweighted, it impacts all students equally. Individual students may receive reweighting if facing situations of medical or personal emergency.

Details of Assessments

Teach Me!

Upload a quick video for you to introduce yourself to me.

Digital Media Pro Quiz

Just to make sure you've digested the prep readings correctly

Prep Assignment #1

There is a two short question assessment for you to self-measure your understanding of two of the core concepts in the pre-class readings.

Briefly Quote

Featuring fascinating global thinkers, this film better than any lecture shows you the power of a good Brief. To help you think about what you've learned, you will upload to Canvas the quote you liked the best from the movie and the time code.

Prep Assignment #2

There are a few short assessments for you to self-measure your understanding of the pre-class readings.

Participation

Our TA will pay close attention to your contributions through discussion and chat. After class I will have made notes of all the "best comments" and I will confer with our TA about their observations. The focus is on quality; not quantity. It is my expectation that all students participate; strive to have at least 2 comments throughout the course as a minimum across the scheduled synchronous time together.

Participation Note:

For a variety of reasons, speaking in class can be a challenge. For some it's that the right idea "appears" later, for others it's that you weren't called on, and for others yet it's just not "your thing". For all of these instances and others, *emails to the course instructor within 48 hours of the class time will be considered participation*. For the first weekend, I must receive your comments by Monday 5pm PST for classes 1 & 2 and Sunday 5pm PST for class 3. The quality assessment will not be as high as if it was shared in class, because if you share an idea in class, we all learn from you, if you share it via email only one person learns. However, it is far better to send it in than leave the thought unshared and not receive credit for having had it.

In-class activities, all classes

We will have activities in our classes. You will work on these in your small teams. You will be asked to post your activities to Canvas once complete; they are marked "generously" and used mostly to provide feedback.

Simulation performance and Recap & Reflection Paper

Simulation performance: Team performance is but one aspect of the simulation; it is not the most important element. However performance does measure your understanding of the intended learning. Therefore, 5 of your course points will be allocated to your performance. Posted on Canvas is a tentative grading scale. It is important to note that no one fails; I will target an 80% average for this assignment.

Recap & Reflection Paper: As a team, you will be asked to review your learnings from the simulation. Your inputs will be your decisions, the notes and observations you made throughout the process of working through the simulation, and the debrief held after the simulation was complete as a check (or challenge) to your thinking. This will be assessed primarily on the depth of thinking you exhibit to the questions posed. The marking rubric is available on Canvas; use it as a guide to your prep and your interpretation of your marks afterwards.

Final Paper

Much like the Prep Work this will be a sequence of questions asking you to review and exhibit your understanding of key course concepts. Since the simulation is a good way to evaluate your understanding

of media strategy and media selection, the bulk of the questions posed will be on other elements of the Brief and other course topics. The questions will be posted directly after Class 3 is complete.

LEARNING MATERIALS

Required Simulation purchase: All students will receive their login information after team requests are complete. If PMBA and MBA students join the course they will need to pay the \$50USD fee; information will be provided to those students separately.

Required Reading: All but your case for Class 3 is posted online. For PMBA or FTMBA students the case cost is nominal and all other materials are free.

Supplemental Materials: For those interested I have posted on Canvas other recommended readings which may enhance your learning experience. *There is no requirement for students to access these; they are truly for those seeking additional information.*

Course Site: Canvas.

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. 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; after that time the mark is considered to be final. Mark questions will only be considered if posed in an email; the title should be Grade Inquiry for [insert name of assignment]. If you are inquiring about a team mark you must copy all team members on your email. Failure to identify follow these guidelines will result in no review of your inquiry.

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](#).

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.

In this course, given the format, students not attending Class #1 at the 4 hour mark will be removed from the course; at that point the 20% threshold has been met.

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.

This guideline does not work in this course, the following will be our policy:

Students are expected to be online, with their cameras on, at class start and engaged throughout the time. While momentary absences are understandable for many reasons, they are to be of a minimal nature. If

you need to turn your camera off or leave your class location for any reason you are expected to use Zoom Chat to our TA and indicate that you will be away for [state expected time away] and why. Your time away from the class will be noted; in the unlikely event it totals 4 hours the attendance policy will be applied.

Electronic Devices

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 and Canvas should be open during the online lecture unless an instructor advises the use of another for an in-class activity. Feedback from students indicates that personal devices is 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.

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All materials of this course including 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 xwməθkwəyəm (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

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

Class topics, prep activity, other notes	Class Time or Due Date Shanghai CST	Class Time or Date Due Vancouver PDT	Points	Graded as:
Find your team of 3, email Ann team member names, early submission gets you early access into the simulation!	7/6/22 23:59	7/6/22 9:59		
Complete Module 1 & Teach Me! Introductory video	7/6/22 23:59	7/6/22 9:59	1	Individual
Complete Modules 2 (optional, read page), 3, 4 & 5. Complete Briefly Best Quote (bring your selection to class 1)	7/9/22 7:59	7/8/22 16:59	1	Individual
Complete Module 6 and then complete the "Digital Media Pro Quiz" assignment	7/9/22 7:59	7/8/22 16:59	1	Individual
Complete Modules 7 & 8 and then complete the "Prep Assignment #1"	7/9/22 7:59	7/8/22 16:59	5	Individual
Class topics Class 1: Positioning, Briefs, Creative as an output of the Brief, includes In-Class activities	7/9/2022 8:00 to 12:15pm	7/8/2022 5:00 to 9:15pm	3	Small team
Class topics Class 2: Creative, Media, intro to the Simulation, includes In-Class activities	7/10/2022 8:00 to 12:15pm	7/9/2022 5:00 to 9:15pm	1	Small team
Prep Assignment #2	7/16/22 7:59	7/15/22 16:59	6	Individual
Class topics Class 3: complete Simulation, case review, IMC for yourself and entrepreneurs includes In-Class activities	7/15/2022 8:00 to 12:15pm	7/15/2022 5:00 to 9:15pm	6	Small team
Digital MediaPro Simulation Performance	Completed in Class 3	Completed in Class 3	6	Small team
Participation	N/A	N/A	10	Individual
Simulation Recap & Reflection Paper	8/7/22 23:59	8/9/22 23:59	20	Small team
Final Paper	8/7/22 23:59	8/9/22 23:59	40	Individual
		Course total	100	