

COURSE OUTLINE: BM2504 Integrated Marketing Communications

Academic Year	2022/23	Semester	2
Course Coordinator	Associate Professor Elaine Chan		
Course Code	BM2504		
Course Title	Integrated Marketing Communications		
Pre-requisites	Nil		
No of AUs	4		
Contact Hours	3hrs x 13 weeks = 39hrs		
Proposal Date	7 June 2022		

A) Course Aims

Integrated Marketing Communications (or 'IMC') has been a popular 'buzz phrase' since the fragmentation of mass media and the proliferation of different ways to reach consumers. IMC essentially looks at how companies use messages and channels to communicate about their brand, in an integrated fashion. The emphasis of this course will be on understanding the advertising process from content creation to placement and evaluation. Specifically, our initial focus will be on crafting powerful and persuasive messages. Later, we will consider how different channels and IMC components are used to influence consumers.

Throughout the course, we ask you to be aware that you are surrounded by communications in your daily life. You will be challenged to think about these critically from the perspective of both the marketer and the consumer. By the end of this course, students should not only be familiar with a large body of advertising knowledge but also be able to apply this information to create powerful advertising campaigns.

B) Intended Learning Outcomes (ILO)/Objectives

By the end of this course, you should be able to:

The overall objective of this course is to build your knowledge base in integrated marketing communications (IMC). Specifically, this course will provide you with the skills and knowledge to:

- ILO1: evaluate IMC campaigns from both the marketer and consumer perspectives
- ILO2: develop IMC campaigns by integrating various components of IMC
- ILO3: draft effective messages that can achieve the IMC objectives.
- ILO4: measure the effectiveness of IMC campaign

C) Course Content

In this course, you will be provided with a foundation in the development and execution of an integrated marketing communication campaign

- Customer journey mapping: establishing objectives
- Media planning
- Crafting effective messages: message stickiness and contagion
- Different components of IMC: traditional advertising, digital marketing, sales promotion and public relations
- Measurement and metrics

D) Assessment (includes both continuous and summative assessment)

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1. Class participation	ILO1, ILO2	Oral Communication	25%	Individual (20%) Team (5%)	Class Participation Rubric
2. In-class quiz	ILO1, ILO2	Critical Thinking	25%	Individual	N.A.
3. Team assignment A	ILO3	Critical Thinking and Creative thinking	15%	Team	Team Assignment A Rubric
4. Team assignment B	ILO2, ILO3, and ILO4	Problem Solving & Decision Making, Teamwork & Interpersonal Skills, and Oral/Written Communication	35%	Team (25% for the content of Slide Deck) Individual (10% for the individual oral presentation)	Team Assignment B Rubric, Peer Evaluation Rubric, Individual Presentation Rubric
Total			100%		

The class participation score includes both individual participation during class discussion (20%) and your contribution to the teams (5%) during class time.

There will be two team assignments. The first team assignment tests your ability to craft message in a social media channel. The second assignment requires each team to develop a proposal of an integrated marketing communication campaign for a target brand. In addition to the slide deck, each team is required to deliver a final project presentation. Each member is required to present during the presentation. Note that this course involves a substantial portion of team assignments, as learning how to work in a team is an essential skill that students need to master to succeed in a marketing career

A mandatory peer evaluation will be conducted. In the peer evaluation, students will be asked to rate each team member on their contributions to all team works holistically. In other words, when students evaluate their team members, they should consider their contributions to both team assignments A and B. The “teamwork and interpersonal skills” rubric will be used for the peer evaluation. The confidential peer evaluation will be conducted through NTULearn site. Please refer to the Annex B for the assessment rubrics and the possible grade readjustment.

E) Formative feedback

This course is conducted based on seminar style. You are encouraged to be active in voicing your points of view during classes. The instructor will also provide qualitative feedback on both team assignments throughout the entire semester. Verbal feedback will be provided to you. If you require more feedback for both the team assignments and the quiz, written feedback through email will also be provided.

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	The interactive seminars provide opportunities for you to engage in open discussion on the conceptual questions raised in the class. You are also encouraged to think critical and share your ideas and concept with the class.
In-class activities and group assignments	The in-class activities allow you to apply various concepts learnt in class through hands-on experience. In both the in-class activities and group assignments, you are expected to collaborate closely with your team members to solve problems and come up with optimal solutions to various problems in advertising and promotion. In addition, the group assignments will also give you the opportunity to learn to work more effectively in the teams.

G) Reading and References

Luck, Edwina et al. (2021) Integrated Marketing Communications (6th edition). Southbank, Vic.: Cengage

Heath, Chip, and Dan Heath (2007). Made to stick: why some ideas survive and others die. New York: Random House.

Jonah Berger (2016). Contagious: why things catch on. New York: Simon & Schuster.

Tentative Cases (To be confirmed later)

Super Bowl Storytelling

Hubble Contact Lenses: Data Driven Direct-to-Consumer Marketing

H) Course Policies and Student Responsibilities**(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Elaine Chan	S3-01C-83	67904638	echan@ntu.edu.sg	By appointment

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Course Introduction	ILO1	Luck et al, Chapter 1
2	Customer Journey: Establishing Objectives	ILO1, 2 and 4	Luck et al, Chapter 4
3	Media Planning	ILO2, 3 and 4	Luck et al, Chapter 6
4	Crafting effective message: message stickiness	ILO1, 2 and 3	Heath and Heath
5	Crafting effective message: message contagion	ILO2 and 3	Berger
6	Traditional Advertising	ILO2 and 3	Luck et al, Chapter 7-8 Tentative Case: Super Bowl Storytelling
7	Digital Marketing	ILO2 and 3	Luck et al, Chapter 9-10
8	Sales Promotion	ILO2 and 3	Luck et al, Chapter 11
9	Public Relations	ILO2 and 3	Luck et al, Chapter 13
10	Measurement and metrics	ILO3 and 4	Luck et al, Chapter 14 Tentative Case: Hubble Contact Lens
11	Group presentations	ILO3 and 4	
12	Group presentations	ILO3 and 4	
13	In-class quiz	ILO1 and 2	

ANNEX A: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION RUBRIC

Traits	Performance		
	1	2	3
Engagement	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting)	Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class.	Engages fully in class
Contribution Frequency	Does not speak up/contribute in class	Occasionally speaks up/contributes in class	Speaks up/contributes in all classes
Contribution Quality	No contributions/ Contributions lack substance	Contributions demonstrate knowledge of subject matter	Contributions are constructive and insightful

ANNEX A: ASSESSMENT CRITERIA FOR TEAM ASSIGNMENT A RUBRIC

Traits	Performance	
Identifies and summarizes the issue at hand.	Not Yet Does not identify and summarize the issue (e.g., target market, communication objectives), is confused or represents the issue inaccurately.	Substantially Developed Identifies the main issue (e.g., target market, communication objectives) and its implicit aspects, addresses their relationships to each other and recognizes nuances of the issue.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Identifies and considers key assumptions and the influence of the context on the issue.	Not Yet Does not surface the assumptions and does not examine the contexts that might influence the design.	Substantially Developed Identifies the assumptions and analyzes the issue with a clear sense of scope and context.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
<u>Originality</u> The ability to produce novel, original and unique contents.	Not Yet Contents are not developed in original and unique ways. Reformulates a collection of available ideas.	Substantially Developed Contents developed are original. Able to extend a novel idea to create new knowledge that crosses boundaries.
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
<u>Synthesis</u> The ability to connect, synthesize and transform contents in appropriate, novel and visually pleasing way.	Not Yet Unable to connect contents in appropriate, novel and visually pleasing way.	Substantially Developed Able to transform contents into appropriate, novel and visually pleasing way
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	

ANNEX A: ASSESSMENT CRITERIA FOR TEAM ASSIGNMENT B RUBRIC

Traits	Performance									
	Evaluation: Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed									
Define the situation facing the target company	Not Yet Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	Substantially Developed Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.								
Devise IMC program to address the situation facing the target company	Not Yet Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	Substantially Developed Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invent a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.								
Assess implementation feasibility of IMC	Not Yet Does not examine how well the consumers or other stakeholders are involved and not able to identify areas of risk and possible side-effects. Does not specify how the implementation will be monitored and controlled. No indicators or instruments to review or analyze the success of the action.	Substantially Developed Clearly assess how well the consumers or other stakeholders are involved; considers areas of risk and provides insights in addressing possible side-effects. Able to state how the implementation will be monitored effectively; identifies the stages at which progress should be measured and specify what results are expected to have been achieved at these stages.								
Design Factors - Medium Presents information in a reader-friendly and inviting format	Not Yet Lack of visual aids to facilitate reader’s understanding. Fonts are too small; important information is not highlighted.	Substantially Developed Effective use of visual aids; information is organized to maximize reader’s understanding. Fonts are easily to be viewed.								
Design Factors - Organization <ul style="list-style-type: none"> • Makes main point of message clear • Organizes information coherently 	Not Yet Organization of ideas and content is ineffective and unfocused; contents are not coherent, and transitions are lacking.	Substantially Developed Organization of ideas and contents clearly creates understanding; Contents contain coherent ideas that are effectively connected with transitions.								

ANNEX A: ASSESSMENT CRITERIA FOR INDIVIDUAL PRESENTATION RUBRIC

Traits	Performance	
<p>Verbal</p> <ul style="list-style-type: none"> • Speaks at appropriate speed and volume • Uses correct grammar and pronunciation 	<p>Not Yet Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.</p>	<p>Substantially Developed Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.</p>
<p>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</p>		
<p>Non-Verbal</p> <ul style="list-style-type: none"> • Establishes eye contact Uses gestures and movement to convey energy and confidence 	<p>Not Yet Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.</p>	<p>Substantially Developed Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.</p>
<p>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</p>		

ANNEX A: ASSESSMENT CRITERIA FOR TEAMWORK AND INTERPERSONAL SKILLS (PEER EVALUATION) RUBRIC

Traits	Performance	
<p><u>Roles and Responsibility</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal.</p>	<p>Not Yet Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p>Evaluation: Not Yet 1 2 3 4 5 6 7 Substantially Developed</p>		
<p><u>Communication</u> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Not Yet Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate, and maintain timely communication and correspondence with team members.</p>
<p>Evaluation: Not Yet 1 2 3 4 5 6 7 Substantially Developed</p>		
<p><u>Conflict Resolution</u> Resolves conflicts using a variety of approaches.</p>	<p>Not Yet Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p>Evaluation: Not Yet 1 2 3 4 5 6 7 Substantially Developed</p>		
<p><u>Contributions</u> Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.</p>	<p>Not Yet Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p>Substantially Developed Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
<p>Evaluation: Not Yet 1 2 3 4 5 6 7 Substantially Developed</p>		
<p><u>Relationship</u> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p>Not Yet Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p>Evaluation: Not Yet 1 2 3 4 5 6 7 Substantially Developed</p>		

I will use a member’s ratings (on a scale ranging from 1 to 7) to award marks for the team project to other members by computing the average rating that a member receives from other members (i.e., excluding each member’s self-rating). If any team member scores an overall average rating of 4 and below, I will engage directly all the team members about the issue(s) at hand. If I deem that a team member has not contributed sufficiently after looking into the matter, a penalty will be dealt to the offending team member. This process is to ensure that no student is unfairly accused of not contributing to the team projects without clear supporting evidence