Course Syllabus
MKTG 7544.001: Integrated Marketing Communications/Branding
Spring Semester, 2016
T 7:10 – 10:10
263 FCBE
3.0 Credit Hours

(Last updated: 1/17/2016)

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Office Hours: TR 9:00 – 11:00, and always by appointment.

Course Overview
Application of theories in marketing communications and marketing psychology to understanding consumers responses to new media; study changing media trends; study theories on branding such as brand personalities, branding services, people as brands and brand communities; building and measuring brand equity; leveraging brands for brand extension and managing a brand portfolio in a global context.

Pre-Requisites/Co-Requisites:
MKTG 7140 or equivalent.
Required Texts (and Related Materials):

Location of Course Materials:
While this is a face-to-face course, all course materials (readings, presentations slides, etc…) are also located on the eCourseware website.

Course Objectives:
The American Marketing Association defines Integrated Marketing Communications (IMC) as, "a planning process designed to assure that all brand contacts received by a customer or prospect for a product, service, or organization are relevant to that person and consistent over time." Central to this definition is, of course, “brand,” and the idea that marketing communications should be designed and shared with intent to develop, reinforce, build and enhance brands. Yes, Integrated Marketing Communications (IMC) is an essential activity of brand management. And in this course, we will explore and discover how to develop, reinforce, build and enhance brands with words, phrases, music, pictures, film, characters, stories, and poetry. This is an advanced course in marketing communications, and as such, we will spend little time discussing the abstractions of IMC but almost all of our time wrestling with how to communicate.

This is a seminar/workshop course. While I have assembled an instructive set of readings for us ponder and argue about, I hope that the majority of our time will be spent learning how to improve our ability to communicate as marketing professionals. Your learning objectives for this course should include:

- Feel more confident in communicating and interacting with marketing communication professionals by using their vocabularies, and performing activities that they perform on a day-to-day basis.
- Identify unethical marketing communications activities and their negative consequences on others and the environment, and propose solutions for countering the negative consequences.
- Demonstrate competence in analyzing and discussing how various communication techniques and approaches can affect brand equity and brand personality.
- Demonstrate proficiency in using consumer/customer ladders to guide creative efforts for marketing communications.
- Develop confidence and demonstrated proficiency in your own abilities to create brand-enhancing marketing communications for integration across multiple media platforms including, advertising, social media, and public relations.

Fogelman College: Learning Outcomes for Your Degree
This course is designed to help you to meet the overall learning objectives for the MBA degree offered by the Fogelman College. You should take the time to become familiar with the overall learning objectives as a student in the MBA program:

[http://www.fcbeassessment.net/LearningOutcomes/MBADegreeLearningOutcomes.pdf](http://www.fcbeassessment.net/LearningOutcomes/MBADegreeLearningOutcomes.pdf)
Course Methodology

This is an on-ground course, meaning we meet face-to-face for discussions, formal presentations of key learning material, exercises, and performance of key course deliverables. In addition, we also have an online component of this course: the elearn site associated with this course has instructional content, additional readings, videos, and other useful learning materials, as well as discussion boards for us to continue our learning conversations outside of the mere 3 hours per week that we meet face-to-face. Please take full advantage of this online component!

Professor’s Expectations:

In general, you should assist the instructor in creating a positive, emotionally supportive environment for learning by staying engaged in the course and actively participating in all in-class and online assignments, projects, discussions and presentations.

Student’s Expectations:

In my role as your instructor, there are certain things you can expect from me including: a deeply thought-out, passionately inventive, and fully committed learning experience; same day responses to emails, texts or other inquiries; feedback on all work submitted within 5 -7 calendar days.

Grading and Evaluation Criteria

Your overall grade in this course is a function of your performance in the following categories:

Creative and intellectual contributions. [25 percent of your grade]. One of the keys to becoming more confident and proficient in marketing communications is to learn how to relax your own internal filters more often (less self-censorship and more interpersonal risk-taking with your ideas), and communicate your ideas boldly and clearly with others. Toward that end, you will be graded on your demonstrated willingness to step forward and share your ideas, thoughts and visions (no matter how crazy you might initially think them to be) with everyone in the class. I don’t want to see anyone acting like a wallflower, and sitting silently while others contribute. I expect enthusiastic, frequent contributions to our in-class discussions. Additionally, I expect that you’ll complete the many assignments I’ll give with passion and a fiery dedication to learning.

Demonstrated understanding of ethics in marketing communications. [25 percent of your grade]. Everyone will be asked to write an original paper on the topic of ethics in marketing communications. You will start by choosing a company or organization (it could even be an industry) whose marketing communications are, as a result of your analyses, ethically hazardous. Your paper will contain documented examples of ethically hazardous communications, and your well-reasoned, supporting analyses. Your paper will then make specific recommendations for how to educate the company/organization, consumers and the broader public about the ethical hazards of the marketing communications you chose for your paper. In short, I am asking you, in this paper, to do a sophisticated piece of ethical criticism. In the bargain, I hope that we will all, as marketing professionals, learn how to better equip
ourselves to more fully and assertively assess our communications for ethical consequences. This paper is due April 5.

**Integrated marketing communications project. [50 percent of your grade].** The class will be divided into six partner-pair teams. Each team will be asked to select a brand whose personality/equity could clearly be enhanced with improved, integrated marketing communications. I would be very pleased if you and your partner chose a non-profit organization (e.g., an animal shelter, an arts organization) or a start-up company in need of some help and expertise. But you could also use this opportunity to help the company for whom you currently work. The primary deliverables of this project are originally created, and partially tested, content marketing that can be easily integrated across multiple media platforms and drive enhancements to your chosen brand’s personality/equity. Yes, your project is all creative! You will be writing, story-telling, filming, photographing, drawing, teaching, acting, blogging; then showcasing your efforts in a professional, 20 minute, marketing presentation on April 26. It will be your responsibility to convince us, your audience, how your team’s marketing communications efforts, if actually implemented in an IMC strategy, would enhance your chosen brand’s identity/equity.

Most of you in this course have some experience as subjects in our department’s Customer NeuroInsights Research Lab (C-NRL). I would like to take advantage of your experience and explore how you could partially test your content for emotional response, focal attention, etc… with the excellent equipment, software and facilities in this lab. This would be an excellent learning opportunity, in addition to enhancing the quality of your project.

**Final Grading Scheme**

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Below 60% = F

Plus/Minus grading will NOT be used in this course.
Course Topics

Schedule of Activities

January 19
Introductions, Expectations, and Marketing Communications Fundamentals

January 26
Rethinking Marketing and the Content Marketing Imperative


February 2
Key Issues in Branding, Brand Personality, and Brand Equity


February 9 - 16
Ethics


February 23  Understanding Customer and Consumer Audiences


March 1 - 22  Advertising Creative and Impacts


March 29 – April 5  Social Media Creative and Impacts


April 12 – 19  Brand Journalism/PR, Sales & Sales Promotion and Impacts


April 26  Presentations

Other important dates:

Jan. 19  First day of class
March 7 - 13  Spring Break
April 27  Last day of classes

Final Exam Schedule
There is no final exam for this course.

Course Policies

E-MAIL:
All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Attendance:
You are mature adults in a graduate degree program, hence formal attendance will not be taken. However, you are expected to stay active and engaged throughout the academic term and keep up with the schedule of activities. Your full engagement in the class begins on the first day of the semester and should be maintained until the last assignment is submitted. For students receiving federal student loans, any lack of engagement in the course may be treated as non-attendance and potentially impact access to student loans in the future.

Academic Integrity:
The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website. If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College’s Website on Academic Integrity.

Late Assignments:
Assignments and projects are expected to be completed and submitted on or before their due date. Assignments and projects submitted past the deadline, without prior permission from the instructor, will receive zero credit. Please ask permission if you need extra time in which to complete an assignment!

Student Services
Please access the FCBE Student Services page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
- Advising Services for Fogelman Students
- Technical Assistance
Gregory W. Boller (bio)

Greg is an Associate Professor of Marketing, former Director of MBA Programs and former Chairman of the Department of Marketing and Supply Chain Management. Greg holds BS, MS and PhD degrees in Marketing from Penn State University. In addition to marketing, his training includes psycholinguistics, rhetoric, and poetics. Greg has been at the University of Memphis since 1988, and teaches creativity & innovation, negotiation, global marketing strategy and philosophy of science.


Greg regularly conducts creativity, leadership, negotiation and communications training seminars for companies (e.g., Hilton Worldwide, ALSAC/St. Jude, Baptist Memorial Hospital, FedEx, AutoZone, and Williams Sonoma) and executive development programs. He has served as an advertising consultant to the US Navy. Greg served as political research consultant to ABC News, the Foundation for National Progress, and the National Institute on Media and the Family. He also served as a lobbying strategy consultant for the National Hardwood Lumber Association and Family Business First.

In addition to his academic and consulting responsibilities, Greg is an enthusiastic member of the Memphis theatre community. Greg recently served as a member of the Theatre Memphis Board of Directors, and two terms as a member of the Germantown Community Theatre Board of Directors (was Board President during the 2004 - 2005 season). Currently, Greg is serving as a member of the Theatre Memphis Season Selection Committee, a Board Member with New Moon Theatre, and a Board member with Chatterbox Audio Theatre. As an actor, Greg’s favorite roles include C.P. Ellis in *Best of Enemies* (Circuit Playhouse; 2014); Joe Keller in *All My Sons* (Germantown Community Theatre; 2015); Titus in *Titus Andronicus* (Theatre Works); Richard in *Richard III* (Theatre Memphis; 2011), Stanley in *A Streetcar Named Desire* (Theatre Memphis; 2004), The Creature in *Frankenstein* (Theatre Works, 2013) and Kent in *King Lear* (Theatre Works; 2012). Greg is currently rehearsing the roles of Andrew Ladd in *Love Letters* (opening January 29 at Germantown Community Theatre), and Sec. Robert McNamara/Sen. James Eastland/Rep. William McCulloch/Gov. Paul B. Johnson Jr. in *All The Way* (opening March 4 at Playhouse on the Square).

Greg is an avid (and eternally injured) tennis player, a struggling musician (he plays the guitar, didgeridoo and the djembe), and a brooding vegetarian cook. Greg is married, and has two daughters.