

MCS 3620: Marketing Communications

Section 02, Monday, 7 pm – 9:50 pm EST
(Remote delivery via Zoom meetings and MINS 300)

Department of Marketing and Consumer Studies
Gordon S. Lang School of Business and Economics
University of Guelph
Fall 2021

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Required Textbook

- *Integrated Marketing Communications: Strategic Planning Perspectives* (Fifth Edition) by Keith J. Tuckwell.

Course Description

MCS*3620 Marketing Communications F,W (3-0) [0.50]

This course covers concepts of communication management as practiced by organizations in all economic sectors. Communication management principles are applied to the design and evaluation of communication programs.

Prerequisite(s): 10.00 credits including [MCS*1000](#), [MCS*2600](#)

Restriction(s): This is a Priority Access Course and some restrictions may apply during some time periods. Please contact the department for more information.

This course is designed to provide undergraduate students with an opportunity to gain a further understanding about the nature and scope of marketing communications. Topics to be covered in this course include integrated marketing communication (IMC), market segmentation, branding strategy, advertising and media planning, event marketing and sponsorship, celebrity endorsements, product placement, public relations, and social media. Students are expected to develop analytical skills in analyzing actual business situations and problems, in which recommended courses of action will be proposed. Consideration will be given to the marketing and promotion of goods and services that affect both domestic and international markets.

Classes will take place remotely via Zoom meetings during the first three classes of the semester and thereafter the intention is to return to face-to-face in MINS 300 (assuming public health protocols allow for it). Classes will typically involve the combined use of PowerPoint slides, videos, case analyses, and class discussion. Additionally, an effort will be made to have one or two guest speakers during the term. This will be an opportunity for you to meet interesting, skilled marketing professionals, and to see how the marketing concepts discussed during classes have practical relevance. Please note that the dates of the guest lectures may be altered to suitably accommodate the schedules of the guest speakers.

Learning Outcomes

Upon successful completion of this course:

- Students will demonstrate a developed knowledge of key terminology relating to marketing communications (e.g., IMC, market segmentation, positioning, taglines, media planning, sponsorship-linked marketing, ambush marketing, viral marketing) and they will demonstrate a critical awareness about the nature and scope of marketing communications;
- Students will develop an awareness and understanding about key ethical issues and social criticisms concerning marketing communications;
- Students will develop an ability to critically analyze and evaluate actual business situations in which recommended courses of action will be proposed, thereby effectively solving problems they encounter rather than merely identifying them;
- Students will demonstrate the capacity to communicate (both orally and in written form) ideas and issues clearly as well as effectively, and in doing so be accountable both personally and in group contexts, where there is a need to work well together.

Grading/Evaluation

Students will be evaluated based on two assignments, a midterm exam, an IMC plan, and a final exam. The evaluation weighting is as follows:

Assignments (2 x 15%)	30%
Midterm Exam	20%
IMC Plan	25%
Final Exam	<u>25%</u>
	100%

Assignments. There will be two homework assignments during the term; each assignment is worth 15% of your final grade. Assignments can be done in pairs (i.e., working with one partner) or on an individual basis. Submissions should be no more than 3 pages (not including title page, references, or appended material), typed, double spaced, and use 12-point font with one-inch margins. Grammar and spelling are an important criterion of evaluation. Please submit your assignments through Dropbox seen at the course website (CourseLink) and provide a hard copy in class as well. The assignments are due before the beginning of class on the assigned due date. ***Late submissions will not be accepted.***

Assignment 1. Keeping in mind how branding is defined - that is, the use of a brand name and symbol - select one of Canada's NHL teams (i.e., the Toronto Maple Leafs, Ottawa Senators, Montreal Canadiens, Winnipeg Jets, Calgary Flames, Edmonton Oilers, or Vancouver Canucks) and evaluate the branding strategy. Your response should include commentary about whether the branding strategy of the selected sports team demonstrates the common characteristics of a good brand name and logo. Please append a figure showing the professional sports team logo that is being assessed. **The submission deadline for Assignment 1 is at the beginning of class on Monday, October 25.**

Assignment 2. Select an advertisement that depicts a celebrity endorser or a social media influencer who promotes a brand (e.g., Bianca Andreescu is a celebrity endorser of Rolex; Sasha Exeter is a social media influencer of Joe Fresh). Identify the likely target market. Discuss whether the objective of the promotion is to inform, persuade, and/or remind. What is being communicated in the promotion? What images of the represented celebrity are likely transferable to the promoted product or service? In responding to this last question, you should incorporate and cite either the McCracken or Kamins and Gupta article that have been assigned as reading. Be sure to identify the source of the advertisement (title of magazine and date of issue if you are using a magazine ad; website address and date of access if you are using an internet ad; social media site) and append the advertisement or the screen shot of the social media page to your assignment. The selected advertisement is to be a "still" image (please do not use videos for this assignment). **The submission deadline for Assignment 2 is at the beginning of class on Monday, November 22.**

Examinations. The midterm exam is scheduled during class on November 1, 2021, and it will cover material from week 1 through week 6 (up to and including content from the class on October 25). The format of the midterm exam will consist of both multiple choice and short answer questions (and potentially one question that is based on a case).

The final exam will cover material from the entire course, although roughly two-thirds of the questions will deal with content from after the midterm. The final exam will consist of multiple choice, short answer, and case analysis questions (i.e., at least one question that is based on a case). All assigned readings and in-class discussion are testable. **The final exam is scheduled for Thursday, December 16, 2021, from 2:30 pm to 4:30 pm.** The location of the final exam is still to be determined.

Final examination conflict: Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

IMC Plan. This project involves having 5-member student teams develop an integrated marketing communications plan for a product or service of their choice. Teams build their plan throughout the term. The objectives of this project are to have you apply the course material and develop an appreciation for the process that a brand manager, account executive, or marketing communications manager goes through in developing a complete IMC plan.

When selecting the product or service that your team will develop an IMC plan for, be sure to pick an organization that has at least one competitor (in the case of a for-profit company) or another similar agency that also has a communication plan (in the case of a not-for-profit organization). You should focus on existing products or services that currently have a marketing communication campaign in place that you can readily access. Ideally, you should also select a product or service organization that you feel could significantly improve their communication efforts (i.e., rather than just presenting a continuation of what they have been doing). You can also address, if desired, how an organization might navigate their marketing communications given the current environment of facing a pandemic.

Each team will submit one collective IMC plan document. A more detailed outline for the IMC plan, to help organize your submission, will be provided online at the course website (CourseLink). The IMC plan must be typewritten and include page numbers, an executive summary, headings, and sub-headings to enhance readability, and a complete bibliography. You must be explicit and thorough with endnotes or references; all information taken from another source, whether quoted verbatim or merely summarized, must be properly acknowledged in the body of the document. The IMC plan submission should be no longer than 30 pages (including exhibits and appendices).

Please note that each team is strongly advised to meet (online) with the instructor to discuss their proposed project and to gain approval to proceed. In discussion, it would be useful to be mindful about: (1) a description of your product/organization and your rationale for selecting it; (2) a brief analysis of the product market/category you will be dealing with (name, size, environmental influences affecting the market); (3) a list of the key competitors in this product category (including your product!), along with their positioning strategies; and (4) your assessment of why your product's current communication efforts are weak or could be further improved. Also, clearly establish each of your group members. During this meeting, your group will be provided with feedback that is meant to be helpful toward the IMC plan that is ***due at the end of the term (i.e., Monday, December 6, 2021). Late submissions will be deducted 10% per business day.***

Please submit the IMC plan (one document per group) through Dropbox at the course website (CourseLink) as well as a hard copy. Students will also be given an opportunity to submit a peer evaluation form to confirm that each group member has made a substantial contribution to the IMC plan submission.

Overall, this course follows the University grading scheme outlined in the University Calendar:

A+	90-100%	Excellent: An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
A	85-89	
A-	80-84	
B+	77-79	Good: A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
B	73-76	
B-	70-72	
C+	67-69	Acceptable: An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
C	63-66	
C-	60-62	
D+	57-59	Minimally acceptable: A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
D	53-56	
D-	50-52	
F	0-49	Fail: An inadequate performance.

General Expectations

For the first three classes, online remote delivery of the course will be done synchronously through Zoom meetings with invitation links provided at the CourseLink site. Thereafter, the intention is to return to face-to-face for classes in MINS 300 (assuming public health protocols allow for it). Students are expected to attend class.

The size of the class and the circumstances surrounding the pandemic admittedly pose a challenge, but informed discussions are critical to learning in this course. Try to come to class with enthusiasm! Ideally, everyone will turn on their camera for our Zoom meetings (doing so will help keep everyone focused and avoid the temptation to multitask; doing so will enable us to better connect with one another too, as body language is important). You are encouraged to share stories in class that relate to the topics we are learning, and to point out any issues that seem confusing. Your participation is particularly expected for case analyses when we are engaged in small breakout groups.

A CourseLink site has been established that is password protected and accessible only to those enrolled in the course. PowerPoint slides used during the lectures will be posted, as well as assigned readings and cases for certain classes. Students should also check the MCS*3620 (02) website regularly for course-related news and announcements. With the COVID-19 pandemic, please recognize that circumstances can change quickly, and there may be a need to adapt and revise the course delivery accordingly.

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection, including Turnitin.

Please note that whether a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Each student is expected to know the rules regarding plagiarism (including the reuse of papers or assignments previously used in other courses, submitting academic work that is not your own, as well as not citing other people's work where appropriate), and to know that ignorance of these rules cannot be used as a defence against a charge of academic dishonesty. Students who are in any doubt as to whether an

action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

To better understand your responsibilities, read the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, or Academic Advisor.

Academic Consideration

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar (http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

Religious Holidays

Should a student need to miss classes or have assignments due on dates that conflict for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty, and administrators. This relationship is based on respect of individual rights, the dignity of the individual, and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability, should contact the Student Accessibility Services (SAS) as soon as possible.

Disclaimer

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email.

SYLLABUS

Class Topic Schedule: (tentative and may change)

Course Introduction and Syllabus (September 13)

An Introduction to Integrated Marketing Communication (IMC) (September 20)

Gundlach, G.T. (2007). The American Marketing Association's 2004 definition of marketing: Perspectives on its implications for scholarship and the role and responsibility of marketing in society. *Journal of Public Policy and Marketing*, 26 (2), 243-250.

Duncan, T. & Mulhern, F. (2004). *A white paper on the status, scope and future of IMC*. Northwestern University and the University of Denver: McGraw-Hill Publishing.

Dewhirst, T. & Davis, B. (2005). Brand strategy and integrated marketing communication (IMC): A case study of Player's cigarette brand marketing. *Journal of Advertising*, 34 (4), 81-92.

Strategic Planning Principles: Marketing Environment and SWOT Analysis (September 27)

Dewhirst, T. (2020, October 18). In these uncertain times, some marketing appears overly optimistic, or desperate. *The Toronto Star*, available online at: <https://www.thestar.com/opinion/contributors/2020/10/18/in-these-uncertain-times-some-marketing-appears-overly-optimistic-or-desperate.html>

Dewhirst, T. (2020, December 13). Essential businesses are a blurred and troubled concept. *The Toronto Star*, available online at: <https://www.thestar.com/opinion/contributors/2020/12/13/essential-businesses-are-a-blurred-and-contested-concept.html>

Dewhirst, T. (2021, May 2). Ads encouraging international travel during a pandemic show marketers are overlooking geography. *The Toronto Star*, available online as: <https://www.thestar.com/opinion/contributors/2021/05/02/ads-encouraging-international-travel-during-a-pandemic-show-marketers-are-overlooking-geography.html>

Dewhirst, T. (2021, September 8). Looking for pandemic guidance with children under 12 years old. *The Toronto Star*, available online at: <https://www.thestar.com/opinion/contributors/2021/09/07/looking-for-pandemic-guidance-with-children-under-12-years-old.html>

Chapter 1 and 2 of textbook

Strategic Planning Principles: Market Segmentation (October 4)

Case: “Harley-Davidson Motor Company”

THANKSGIVING – NO CLASS SCHEDULED ON OCTOBER 11, 2021

Branding Strategy (October 18)

Case: “Miami University—The Redskins Name Controversy”

Dewhirst, Timothy (2015, September 9), Sometimes, the liabilities outweigh the value of a sporting brand. *The Globe and Mail*, available online at: <http://www.theglobeandmail.com/report-on-business/rob-commentary/sometimes-the-liabilities-outweigh-the-value-of-a-sporting-brand/article26252868/>

Dewhirst, T., & McCabe, S. (2019, July 22). It’s time for a name change, too, Cleveland. *The Toronto Star*, available online at: <https://www.thestar.com/opinion/contributors/2019/07/22/its-time-for-a-name-change-too-cleveland.html>

Dewhirst, T. (2020, July 16). As a brand, Edmonton’s CFL team name is a losing proposition. *The Globe and Mail*, available online at: <https://www.theglobeandmail.com/opinion/article-as-a-brand-edmontons-cfl-team-name-is-a-losing-proposition/>

Dewhirst, T. (2021, August 2). The times are finally changing – it’s Cleveland’s last stand in Toronto against the Blue Jays before rebranding as the Guardians. *The Toronto Star*, available online at: <https://www.thestar.com/opinion/contributors/2021/08/02/the-times-are-finally-changing-its-clevelands-last-stand-in-toronto-against-the-blue-jays-before-rebranding-as-the-guardians.html>

Chapter 3 of textbook

Advertising Planning: Creative and Traditional Media (October 25)

Assignment 1 due before beginning of class

Chapter 4 and 5 of textbook

MIDTERM EXAM (November 1)

Internet Marketing and Social Media (November 8)

Chapter 7 of textbook

Celebrity Endorsers and Influencers (November 15)

Kamins, M. & Gupta, K. (1994). Congruence between spokesperson and product type: A matchup hypothesis perspective. *Psychology and Marketing*, 11, 569-586.

McCracken, G. (1989). Who is the celebrity endorser? Cultural foundations of the endorsement process. *Journal of Consumer Research*, 16, 310-321.

Sponsorship-Linked Marketing (November 22)

Assignment 2 due before beginning of class

Dewhirst, T. & Hunter, A. (2002). Tobacco sponsorship of Formula One and CART auto racing: Tobacco brand exposure and enhanced symbolic imagery through co-sponsors' third party advertising. *Tobacco Control*, 11 (2), 146-150.

Case: Olympia Pizza: Creating and Protecting Your Brand

“Ambush Marketing: Research and Management Implications” by Janet Hoek; from John Amis and T. Bettina Cornwell (Eds.) (2005), *Global Sport Sponsorship*, Oxford, UK: Berg Publishers.

Chapter 10 of textbook

Public Relations, including Product Placement (November 29)

George, L. (2005). Beyond ads and product placement... TV's new tricks to sell you stuff. *Maclean's* (February 21), pp. 30-35.

Chapter 9 of textbook

IMC Plan is due on Monday, December 6, 2021

FINAL EXAM is on Thursday, December 16, 2021 @ 2:30 pm