

ADV 370J/ PR 367 – Fall 2018  
06456 - 06916  
M 12 - 3 pm BMC 4.212

## Integrated Communications Management

**Text:** *Integrated Brand Promotion Management: Text, Cases and Exercises*; Murphy, Cunningham and Stavchansky Lewis, Kendall Hunt Publishing, 2011, at UT COOP.  
Subscription to the Wall Street Journal (15 weeks) – online  
[https://store.wsj.com/v2/shop/US/US/60616004?trackingCode=aaqnttpl&cid=WSJ\\_SC\\_NA\\_SALE\\_PROF](https://store.wsj.com/v2/shop/US/US/60616004?trackingCode=aaqnttpl&cid=WSJ_SC_NA_SALE_PROF)

**Professor:** Dr. Isabella Cunningham (Dr. Cunningham), BMC 4.330 – (512) 471-8126,  
[Isabella.cunningham@austin.utexas.edu](mailto:Isabella.cunningham@austin.utexas.edu)

Office Hours: M: 9:30 – 11:30 or by appointment.

**T.A.:** Abby C Hendricks [abbyhendricks@utexasl.edu](mailto:abbyhendricks@utexasl.edu); office: BMC 4<sup>th</sup> floor – Graduate students carrels. Office Hours:

### Course Description:

This course requires you to:

1. Assess problems, isolate key fact and rank-order salient management issues
2. Think in a quantified and precise manner, then follow a structured decision-making process.
3. Make decisions and create an action plan appropriate for the solution of the problem.
4. Write a persuasive and clear analysis and outline your recommendations
5. Defend your solution against the criticisms from your peers and others.

You must come to class prepared for discussion. As you read the text, outside readings and cases, do the following: Create a written outline of the material, list unanswered questions, summarize the reading down to 4 to 5 sentences, and then ask yourself: “How can I use this on a day-to-day basis?” Think of examples to illustrate and support your analysis of the case. Find examples that contradict the prevailing position. Quantify your position. Inspect extreme solutions first. Be prepared to respond to a very simple question at all times: “Why do you recommend that?”

### Course Objectives:

This course has two main objectives:

1. To present you with a wide range of interconnected public relations and advertising management decisions that are similar to what you will encounter in business.

2. To present you with a structured, field-tested approach to decision-making that is a practical and useful method for addressing a variety of communication management issues.

### **Assumptions:**

1. Students in this class have successfully completed all prerequisite courses and have a solid foundation of the fundamentals of marketing as well as the various advertising and public relations functional areas. Given the wide range of prerequisite courses, students are required to quickly identify and resolve any gross conflicts, fundamental inconsistencies or background voids. Because this course requires a common advertising and public relations foundation, students are responsible for timely background leveling.
2. Advertising and public relations management teams form the basis for a significant portion of this course. The ability to work effectively and efficiently within a small group is essential to successfully completing the course.

### **Strategy:**

1. Utilize class discussion of the text cases, outside readings and current events as a common framework for the study of advertising and public relations management.
2. Utilize individual case analyses and individual assignments to demonstrate your writing skills and communication problem solving ability.
3. Utilize the management team case analysis and class presentation to closely approximate the work environment of a management position on the client side or from within an agency.

### **Tactics:**

1. *Measure individual performance with a subjective evaluation of participants and preparedness.*

The narrative portions of the Murphy, Cunningham and Stavchansky text are very short and to the point, reflective of the fact that this course integrates information and concepts presented in depth by prerequisite courses. Class discussion will require your total command of the text material. A demonstrated command of the material, coupled with a clear, concise, active presentation style is required to score above average in this dimension.

Significant emphasis is placed on class participation, especially questions, comments, and discussion among peers. You must strike a balance between passive, silent listening and dominating the discussion with ill-conceived or trivial remarks. Neither

of these two extreme positions are acceptable. Neither earns you many participation points. Come prepared; take a stand. A lively discussion among peers is the objective. Air your ideas. Rebut others.

Thorough preparation and concise expression are valued. Quality overweighs quantity. Enthusiasm counts. Contribute, don't disrupt. Ask questions. There are no dumb or wrong questions. Throughout your academic career you have heard this phrase, but in ADV370/PR367, it is imperative that you believe it. This course is filled with uncertainty, inadequate information and not enough time. If you refrain from asking questions, you limit your exposure to fresh insights from others.

*2. Measure individual group participation with a structured peer evaluation system.*

Learning to write peer evaluation is a key management skill. Early in your career you will be on the receiving end of many such evaluations. Later, you will be required to assess the professional performance of subordinates in measurable, precisely articulated, easily understood terms. You will begin the understanding of this difficult management task with this required assignment.

*3. Measure individual resourcefulness, organization, and writing skills with unannounced crash projects.*

*4. Measure individual problem solving and writing skills with case brief assignments.*  
The core of this course revolves around case brief analyses. A premium is placed on the development of quantitative dimensions in support of case solutions.

*5. Measure management team performance based on major management team analyses and presentations.*

**Evaluation:**

Course participation	25%
Management team peer evaluation	5%
Group crash projects (3)	15%
Case brief assignments	25%
Written team analysis and class presentation	30%
TOTAL	100%

Your first individual case brief is worth 5%, the others are 10% each. Case briefs will not exceed 1 page. The outline for case briefs shall include: a brief (1 paragraph) situation analysis, statement of the problem, SWOT analysis, brief analysis of at least 2 alternatives (or no more than 3 alternatives), and conclusion and recommendation. Your team case analysis requires a power point presentation and a written case analysis (minimum 5 pages) following the outline in pages 6 and 7 of the Textbook. **NOTE:** If you

are turning in a Group Case Analysis **you are not required to turn in an individual case brief.**

Course participation grade will take into consideration your attendance, class and lecture discussion, WSJ weekly article analysis, and special assignments discussion. The WSJ weekly article analysis must be written in MEMO style. All written assignments for course participation must be uploaded to CANVAS 1 hour before they the class day in which they are due.

Crash projects will be handed out in class. Written and/or oral presentations of solutions to the crash projects will be required for group grade.

**NOTE: An optional in-class case brief will be available on the last class day for those students who elect to substitute a low grade received in an individual case brief.**

#### Course Participation Grade:

Your participation in this course is worth 25% of your grade – TWO letter grades. The 25% is divided up as follows:

1. 10% Attendance will be taken every class meeting. If you miss one class, - 90% of the grade; if you miss two classes-70%, and so on. Excused absences will require medical proof.
2. 10% Case and lecture discussion – may include work turned in during class.
3. 5% Wall Street Journal discussion and weekly article analysis you will turn in.

The grading system will be that adopted by The University of Texas according to the following scale:

A	=	93.5-100
A-	=	89.5-93.4
B+	=	86.5-89.4
B	=	83.5-86.4
B-	=	79.5-83.4
C+	=	76.5-79.4
C	=	73.5-76.4
C-	=	69.5-73.4
D+	=	66.5-69.4
D	=	63.5-66.4
D-	=	59.5-63.4
F	=	59.4 or below

**Note:** You must earn a C or higher to move forward to Campaigns – a C- will require that you take this course again

#### Deadlines and Standards:

1. All reading assignments must be completed prior to class discussion.
2. Materials are often distributed in class.
3. Attendance is required at all class, presentation, and account team meetings. Given the nature of the class, because marketing communication account teams make up an essential portion of the course, significant absence from class, team and other meetings can reduce your final grade in the course **up to 2 letter grades**. **On our 1<sup>st</sup> class day, I will create a seating chart and name plates. You must always sit in your assigned seat. You will be counted as absent and may lose participation points if you're not in your assigned seat – even if you are in class.**
4. Everything produced in this class will be your original work. Enlisting aid from anyone outside the class is a breach of UT's **Policy on Scholastic Dishonesty** and will be dealt accordingly.
5. **Management team analyses, individual case briefs, crash projects, and peer evaluations are due online to CANVAS no later than 1 hour before class begins, on the scheduled due date, unless otherwise specified. Late assignments are scored 0.** If you have difficulty uploading assignments on CANVAS, you must turn in a hard copy to my office 1 hour before class, and you must notify me and the TA of your difficulty. Turn in cases and assignments early if you have a conflict with the deadline.
6. **All assignments produced outside the classroom are to be produced on a personal computer.** Grammar, spelling, and punctuation errors can reduce your score by one letter grade. If you need help writing, please use the undergraduate writing center. You will lose points if you do not use a computer for outside work.
7. Team presentations must use Microsoft Power Point or another professional presentation program.
8. **E-mail policy** – As e-mail has become a favored way to communicate in academia and in industry, you must learn to use it appropriately. People have been fired from their jobs for misuse of this communication tool. Thus, when e-mailing me you will address it formally. Communication between professors and students is professional in nature, not informal. Begin your e-mail with: "Dear Dr. Cunningham:" and use business format. Write professionally, as if you are writing to your boss at work, not to your friend.  
I will respond to your e-mail within 24 hours from receiving it on weekdays or Monday evening if I receive it on the weekend.

9. Any question regarding grades must be asked within **7 days** of learning your grade – including attendance.
10. The schedule of the course is tentative and can change. Students are responsible for changes to the schedule as announced in class.
11. All students must agree to read and abide by **The University of Texas at Austin Policy on Academic Integrity**:  
[http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)  
If you have any question about what constitutes plagiarism or any other form of scholastic dishonesty, ask me or any other member of the faculty. Students are responsible for their own conducts and for reporting any violations to their instructor or other members of the Stan Richards School faculty.
12. **University of Texas honor Code** – The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and leadership. Each member of The University is expected to uphold these values through integrity, honesty, trust, fairness and respect toward peers and community.
13. **Document Disability Statement** – The University of Texas at Austin provides upon request appropriate accommodations for qualified students with disabilities. For more information contact Services for students with Disabilities at (512) 471-6951 (voice or (512) 232-2937 (video phone). <http://ddce.utexas.edu/disability/>
14. This course carries the **Writing Flag**. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag courses meet the Core Communication objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility established by the Texas Higher Education Coordinating Board.
15. **Religious Holy Days Observance Policy/ Military Duty/ Excused Absences** – The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment

from which the student is excused, within a reasonable period of time after the absence.

If you are in the military and are called for duty for a short time, we will also work with you.

Please read UT's policy below:

<http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html-attendance>

The only other excused absence from class is for an official UT event that requires travel or missing a class (UT sports teams, other UT academic teams, TAG, PRSSA). You are required to contact Dr. Cunningham in advance to discuss the absence and provide necessary documentation.

- 16. Counseling and Mental Health Services** – Taking care of your general well-being is an important step in being a successful student. If stress, test anxiety, racing thoughts, feeling unmotivated or anything else is getting in your way, there are options available for support:

Visit: Call the Counseling and Mental Health Center (CMHC) M-F 8-5/ SSB 5<sup>th</sup> floor (512) 471-3515 – [cmhc.utexas.edu](http://cmhc.utexas.edu)

CMHC Crisis line – 24/7 (512) 471-2255 [cmhc.utexas.edu/24hourcounseling.html](http://cmhc.utexas.edu/24hourcounseling.html)

CARE Counselor in the Moody College of Communication is Abby Simpson, LCSW CMA 4.134 – (512) 471-7642. (Please leave a message if she is unavailable)

#### Integrated Communication Management - ADV 370J/PR 367 – Fall 2018 Schedule

Date	Topic	Assignments
Jan 28	Intro to course, syllabus class requirements, groups assigned You must turn in a resume, with an Application letter for a job or a fictitious Job.	photo/resume seating chart assignment due on CANVAS
Feb.4	The Marketing Context Students Intro/Case method/ Case Briefs	Ch. 3  1st case assigned Case 3.3 p. 55
Feb.11	Research  WSJ/ discussion/Team presentation	Ch. 4 2 <sup>nd</sup> case assigned Case 4.1 p.75 1 <sup>st</sup> case due

Feb.18	IBP Objectives How companies hire (handout)  WSJ/discussion/Team presentation	Ch. 5 3 <sup>rd</sup> case assigned Case 5.2, p.117 2 <sup>nd</sup> case due
Feb.25	Budgeting WSJ/discussion/Team presentation	Ch. 6 3 <sup>rd</sup> case due 4 <sup>th</sup> case assigned Case 6.3, p.151 2 <sup>nd</sup> crash project
Mar.4	Creative/Media WSJ/discussion/Team presentation	Ch. 7/8 4th case due no case assigned
Mar.11	Personal Selling/Promotion WSJ/ discussion	Ch. 9/10 5 <sup>th</sup> case assigned Case 10.2, p.299 2 <sup>nd</sup> crash project
<b>Mar 18-23</b>	<b>Spring Break</b>	
Mar.2	Direct Marketing/PR WSJ/Team presentation	Ch. 11/12 5 <sup>th</sup> case due 6 <sup>th</sup> case assigned Case 12.5, p.381
Apr.1	Event Sponsorship/Branded Entertainment WSJ//discussion /Team presentation/	Ch. 13 6th case due No case assigned
Apr.8	Internet Marketing WSJ/discussion/Team presentation	Ch. 14 7 <sup>th</sup> case assigned Case 13.4, p. 439 3 <sup>rd</sup> crash project
Apr.15	Evaluating Effectiveness WSJ/discussion/Team presentation	Ch. 15 7 <sup>th</sup> case due 8 <sup>th</sup> case assigned Case 15.2, p. 509
Apr.22	Client/Agency Relations WSJ/discussion /Team presentation	Ch. 16 8th case due



Apr.29	Ethics WSJ/discussion	Ch. 17
May. 6	Optional In-class case analysis	TBA