

PR 367/ADV 370J
INTEGRATED COMMUNICATION MANAGEMENT
(Unique # 06030 & 06475)
MW 2:00 P.M.- 3:15 P.M. (PAR 306)

Instructor: Angeline Close Scheinbaum, Ph.D.

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Office Hours: W 12:30-1:30

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Teaching Assistant: Haley Guye

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Office Hours: M 12:00-1:30

Office: BMC Station #16 (4th floor of Belo Center for New Media)

Course Objectives and Materials

This writing-intensive course requires you to think critically and:

1. *Apply knowledge* to assess problems, isolate key facts, and rank-order salient management issues.
2. *Think* in a quantified and structured manner, following a structured decision-making process.
3. *Make decisions* and *create action plans* appropriate to the situation under consideration.
4. Efficiently and *persuasively write up* your analysis and sell your recommendations.
5. Then, *defend your case* against criticism from your peers and others.

Students are expected to have successfully completed prerequisite courses and have a solid foundation in marketing as well as the advertising and public relations functional areas. Students are required to quickly identify and resolve any conflicts, fundamental inconsistencies, or background voids that exist. Because the course requires a common advertising and public relations foundation, students are responsible for timely background leveling. Advertising and PR management teams form the basis for a significant portion of the course. *The ability to work effectively and efficiently in a team is essential to successfully completing this course.*

Prerequisite:

Advertising 344K and 345J with a grade of at least C in each; and Marketing 320F or 337 with a grade of at least C.

Required texts:

1. Murphy, John H., Cunningham, Isabella C.M., & Stavchansky de Lewis, Liza. (2011), *Integrated Brand Promotion Management: Text, Cases, and Exercises* (1st edition). Kendall Hunt, ISBN 9780757577918. (note, this is the latest edition available; we will use this book mainly for the cases; to bring the content up to date, we will have daily industry updates and blend with the social media aspect)

and

2. (to update the content into the social media aspect of ICM!) Angeline Close Scheinbaum (2018). The Dark Side of Social Media: A Consumer Psychology Perspective ISBN 9781138052567

Canvas:

PLEASE USE CANVAS MESSAGING FOR CLASS COMMUNICATION AND CC THE TA. In this class, Canvas will be used as the main class website. Be sure you have a valid email address connected with Canvas to ensure receipt of communication concerning the course. It is your responsibility to check Canvas regularly. <http://canvas.utexas.edu/>

Strategy:

1. Use class discussions of the text, cases, and outside readings as a common framework for the study of advertising and public relations management.
2. Use individual case analyses and individual assignments to demonstrate your writing skills and communication problem-solving abilities.
3. Use management team case analyses and class presentations to approximate the work environment of a management position on the client or agency side.

Evaluation:

1. Measure resourcefulness, organization, writing, and communicating skills with two writing assignments.
 - The writings are about ad agency websites and unethical advertising.
2. Measure 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.
3. Measure management team performance based on management team analyses and presentations.
4. Measure group contributions with a structured peer evaluation system.
 - You will assess the performance of your peers in measurable, precisely articulated terms, and begin your understanding of this difficult management task with this assignment.

Schedule

Date	Learning Objectives	Chapter Reading	Presenting Team*	Individual Cases Due from those in Team**	Current Event***	
W 8/29	Class introduction & Syllabus overview Current Event Overview Dark Side of Social Media Overview Meet teams (subject to change per add/drop) Intro to Case Writing	Ch. 1	-	-	-	We will make a current event schedule posted as Google Doc on Canvas by week 2.
W 9/5	Case Writing; Giving effective presentations	Ch. 1 & 2	-	-	-	
	Resume Due on Canvas	-	-	-	-	-
M 9/10	Advertising/PR Agency – Individual Assignment Due Show exemplary agency work in Class	-	-	-	-	
		-	-	-	-	
W 9/12	Advertising/PR Agency – Individual Assignment Show exemplary agency work in Class	-	-	-	-	-
M 9/17	Marketing	Ch. 3	-	-		Ad or PR research
W 9/19	<i>Team Presentation – Home Depot (Case 3.3)</i>	-	1	5 & 6		-
M 9/24	Advertising Research (<i>Class lead by TA</i>)	Ch. 4	-	-		Ad or PR research
W 9/26	<i>Team Presentation – Diet & Exercise Campaign Extension (Case 4.3)</i>	-	2	3 & 4		
		-	-	-		Integrated Brand Promotion
M 10/1	IBP Objectives	Ch. 5				
W 10/3		-	3	1 & 2		
	<i>Team Presentation Don't Mess with Texas (Case 4.1)</i>	-	-	-		
M 10/8	Budgeting	Ch. 6	-	-		Budgeting/IBP Expenses
W 10/10	<i>Team Presentation – Business Suites (Case 6.2)</i>	-	4	5 & 6		
M 10/15		Ch. 7	-	-		Creativity in Ads or PR
	Creative	-	-	-		
W	<i>Team Presentation – Costa Del Mar</i>		5	3 & 4		

10/17	(Case 7.2)		-	-		Media Issues
M 10/22	Media	Ch. 8	-	-		Media Issues
W 10/24	Team Presentation – Healthy Dog Gourmet (Case 8.2)		6	1 & 2		Media Issues
			-	-		Promotion
M 10/29	Sales Promotion	Ch. 10	-	-		Promotion
W 10/31	Team Presentation – Bath So Nice (Case 10.3) (class lead by TA, presentation video taped as I am speaking at conference)		1	6		Public Relations
		-	-	-		
M 11/5	Public Relations	Ch. 12	-	-		
W 11/7	Team Presentation – Whole Foods (Case 12.3)		2	5		
M 11/12	Event Marketing	Ch. 13	-	-		Event Marketing & Sponsorship
W 11/14	Team Presentation – Shiner Bock (Case 13.1)		-	-		
			3	4		
M 11/19	Online Consumer Behavior & Internet The Dark Side of Social Media	Ch. 14 & Dark Side Social Book	-	-		Internet Marketing
M 11/26	Team Presentation – Gossip Girl (Case 14.1)		4	3		IBP Strategies
			-	-		
W 11/28	Evaluating IBP Strategies	Ch. 15	-	-		
M 12/3	Team Presentation – MedNet.com (Case 15.1)		-	5	2	
W 12/5	Ethics Marketing & Society/ The Dark Side of Social Media Advertising Ethics – Individual Assignment Due Show your Unethical Ad/Social Media Content in Class	Ch. 17	-	-		Ethics
M 12/10	Team Presentation- Able Atwater and Combs (Case 17.2)		6	1		

*A team case brief is due in class when your team falls in this column.

An **individual case brief is due in class when your team number is listed in this column. This is to be worked on **individually**. Do not discuss these individual assignments with your team.

***A current event presentation is due in class with the corresponding topic you will be assigned to. This is to be worked on individually.

Course Requirements and Assessment

- Individual case brief writing assignments (3)	30%
-Written team case analyses (2)	15%
- Team case presentations & slide packet (2)	15%
- Individual writing assignments (3):	15%
- agency	
- ethics	
- industry update (current event presentation)	
- Participation/professionalism/attendance	20%
- Account team peer evaluation	5%
Total	100%

Thus, you will turn in: 3 individual written case analyses, contribute to 2 team written case analyses, contribute to 2 team case presentations, an agency assignment, an ethics assignment, a current marketing article and 5 discussion questions, and a peer evaluation of your account team.

Individual Case Brief Writing Assignments (3) – 30%:

This grade is based on your format, statement of the problem, list of critical factors, definition of alternatives, a pro/con discussion, and conclusion/additional comments. The grade rubric is posted on the class website. These are *INDIVIDUAL*. It is cheating to discuss these with team members. Doing so is a direct violation of honor code and you will be turned in to the University.

Written Team Case Analyses (2) –15% &

Team Case Presentations & Slide Packet (2) – 15%: You are on agency account team (of approx. 4-7 team members depending on enrollment). The grade is evenly weighted between the team written case analysis and team presentation. Your team turns in one written case analysis. The written team analysis grade is based on the same standard for your individual case briefs (your format, statement of the problem, list of critical factors, definition of alternatives, a pro/con discussion, and conclusion/additional comments). This is the same grade rubric as for your individual cases. The presentation grade is based on your: professionalism, introduction, teamwork, delivery, visual aides, statement of the problem/critical factors, definition of alternatives, a pro/con discussion, conclusions, and how you handle Q&A. The presentation grade rubric is posted on the class site. You must have the presentation pulled up *before* the start of class. Bring your presentation on a jump drive. Failure to start on time as a result of lack of preparedness results in loss of 5 points on the presentation.

Note: for full credit, you must turn in an electronic copy to Canvas by class start AND bring a paper copy to class. If you fail to bring the paper copy at the start of class, it is a 5 point deduction.

Individual Writing Assignments (3)-15%

1: Individual Writing Assignment: Agency Assessment – 5%: Go through the websites of the top grossing ad agencies in the U.S. After going through the "Agencies"

(<http://angelinaclose.com/category/teaching/advertising-management/ad-agencies-advertising-management/>) choose what you think is: 1) the most creative agency- give examples of a couple great creative campaigns they did, 2) the most strategic agency with respect to media- give examples of a couple of very strategic campaigns they did- say had a laser focus on digital strategy, had a great social media strategy etc. with supporting examples, and 3) the agency you would most like to work for and why. This needs to include a vision statement from the agency, their mission statement, or if that isn't available use a statement from their "about us" on their website. These should be three different agencies. Support your choices with evidence and examples in a two page single-spaced 12pt. Times New Roman report. Prepare for discussion in class and be prepared to show examples. *Note- most agencies are both advertising and PR. If you prefer one that is purely PR that is ok as long as it is a very-well known firm that is top-grossing nationally or globally.*

2- Individual Writing Assignment: Ad/PR Ethics – 5%: Find the most unethical or personally offensive ad or PR execution you can (any format-DVD, video, print, newspaper, radio spot, photo of billboard or outdoor advertising). Bring this in class, and be prepared to present this ad or PR execution to the class and discuss. Type three reasons why it is unethical in your assessment (yet not illegal). The ad or PR execution is to be turned in with 2 typed pages of why it is unethical based on these three reasons, and include a suggestion for alternative creative strategy/copy/tactics. Then, conclude the paper after thinking: Has an ad or PR execution ever enticed you to do something termed hedonic you ordinarily would not do (i.e., gamble, drink, smoke, etc.)? Has an ad or PR execution ever enticed you to do something termed beneficial you ordinarily would not do (i.e., vote, volunteer, etc.)? Which is easier to entice in us-the good or the bad? How do advertisers use this knowledge in their copywriting/layout strategy? This two-page short writing and thinking assignment is due in class on the assigned date at the beginning of class and uploaded to canvas by the start of class.

To find the ad or PR execution, do not Google "unethical ad" or "unethical PR" because the point is for you to think *critically* about something YOU believe isn't right. I have done this search and it brings up what others find unethical. You will be docked for originality if you bring in a top 3 hit under these search terms. I want you to use critical thinking about advertising and PR in society first, and then search with your appropriate terms. For instance, search terms could be: violence in video game ads, ads exploiting vulnerable groups (poor, children, teens, elderly, handicapped), sexual exploitation, alcohol/smoking/gambling etc. The grade is based not on your opinion, but how you support your claim with evidence and reasoning. The grade also makes sure you address each part of each question. Critical thinking is what I am looking for. A good debate sparked is appreciated. Not discussing your unethical ad in class is a letter grade deduction.

Again, the above 2 assignments and the current event assignment are INDIVIDUAL assignments and collaborating with anyone including your team is cheating and subject to University honor code violation.

3- Individual Writing Assignment: Industry Update/Current Event Facilitation– 5% We keep it current in this class. Lively participation on current topics is key to the success of this course. You are assigned one day to pick an article (current- within a few months or so) from either Ad Age, AdWeek or PR Week or other approved industry trade publication *matching the week's topic* and lead a lively discussion. Articles from non-approved sources may not count. On your day, you are responsible for

opening up your presentation on the classroom computer BEFORE class begins. You introduce the topic and summarize the article (do not read the article verbatim). Come up with 3 interesting open-ended discussion questions for the class.

This is not a paper or an essay; you turn in a power point deck on canvas. There should be 5 slides (1. intro slide with your name and the topic assigned, 2. slide overviewing the article you read and any hyperlink to any associated ad or image/video if applicable, which is often helpful, and 3 slides each with one interesting, open-ended question for debate/discussion. It is due uploaded on canvas by the start of class on your assigned day. Late assignments or uploads are docked 10 points per day late, even if you already presented so be sure to remember to upload your ppt deck (as a ppt file NOT a pdf).

Your participation is a facilitator on the day you lead, and you will respond to questions from your peers' events during the semester. Thus, be ready to talk and share and express your informed views all semester.

Attendance and Course Participation/Professionalism- 20% We notice attendance, and your team members do too. It is each student's responsibility to attend class but that is not enough. Participation is a big part of this class, and attendance is the precursor to participation.

Example of Ways to Participate Well:

- Respond to a peer's discussion question during his/her Current Event facilitation in a thoughtful manner (often there is no right or wrong- just back up your opinion- "I think that virtual reality will be the next big advancement in advertising because the article you summarized mentioned 20% of consumers are excited about VR.")

- Ask questions or give a support example case presentation Q&A periods ("I like how your solution B suggested celebrity endorsement. What celebrity do you suggest the brand pair with and why?")

- Elaborate on or even counter a peer's or professor content ("Building on what Dr. Scheinbaum said about the power of psychographics, I think that demographics are just as important..." or "I disagree with Bill that mobile apps are crucial for brands because look at Brand Y who counters the example...")

- Examples of How Not to Participate Well: missing class, attending but not contributing, focusing on personal technology/buried in a laptop and not on point, thinking that saying "something" is enough, repeating what a peer said earlier without realizing it/nor building on it, regurgitating facts rather than reflecting, making a comment on an unconnected tangent or unrelated topic to stated learning objective that session, focusing on quantity of speaking not depth/quality of contribution, comparing times spoken with others, saying things that suggest the assigned reading was not done, etc.

Examples of Professionalism:

To do well here, attend class, stay professional during class (i.e., not side conversations unrelated to the course, playing on social media, texting, doing outside work for another course, use professional demeanor with professor, TA and peers) and participate in class with informed opinions to deepen discussion of learning objectives content. Please respect your classmates, TA's and instructor. Be on time – arriving late will cause disruption to everyone in the classroom. Laptops may be used for this class referencing and note-taking purposes during market updates and for some parts of class. Laptops must be shut/tablets put away during presentations. Cell phones must be on silent and put away. Talking and other distracting behavior may result in students being asked to leave the classroom.

Account Team Peer Evaluation – 5%: You provide us with evaluations that will document specific contributions to the projects for each team member and specific contributions that you made. The students do not “set” these grades; you provide us information to make an informed grade that is based on perspectives of your contributions from your peers.

Grade System:

Faculty members are free to develop their own methods of evaluating the performance of students in their classes, but I am required to make the methods of evaluation to be used known in writing before the end of the fourth class day each semester and the second class day each summer term. *Thus, the grading information is specified in advance here and will not change.* Materials used in evaluating a student’s performance must be collected by the instructor at or before the regularly scheduled final examination. The following grades are used: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. There is no University scale for +/- grades (I determined what grade earns an A- versus an A, for example.) Members of the faculty are not authorized, without the academic dean’s approval, to withhold a final grade or to defer reporting a final grade at the end of the semester other than by the use of the symbol X. If a grade is withheld without the dean’s approval, the grade may not be added to the official records later without the written approval of the academic dean. After a grade has been reported to the registrar, it may not be changed unless a proven, documented error was made by the instructor. *You have one week to review your exam in the TA or instructor’s office hours.* To be fair, no grades are rounded.

Letter Grade	GPA Grade	Scale
A	4.00	92.5-100
A-	3.67	89.5-92.49
B+	3.33	86.5-89.49
B	3.00	82.5-86.49
B-	2.67	79.5-82.49
C+	2.33	76.5-79.49
C	2.00	72.5-76.49
C-	1.67	69.5-72.49
D+	1.33	66.5-69.49
D	1.00	62.5-66.49
D-	0.67	59.5-62.49
F	0.00	<59.49

Student Responsibilities

Lecture Notes and Announcements:

You are responsible for all lecture notes, notes on screenings and guest lectures, and any administrative announcements provided in lecture and on Canvas as official notices. If you miss a class, it is your responsibility to get notes and find out what you missed from another student.

Assignments:

Enlisting aid from anyone outside the class is a breach of UT’s Policy on Scholastic Dishonesty (please see below). When an assignment says individual, that means only you do it and do not discuss it with your team; that is cheating and will be subject to a 0. When an assignment says team, than it is for the

team to do together. Again, INDIVIDUAL ASSIGNMENTS ARE TO BE DONE WITHOUT DISCUSSING THEM WITH ANYONE-NOT EVEN TEAM MEMBERS. COLLABORATION OR COLLUSION IS AN ACADEMIC VIOLATION. ANY FACEBOOK GROUPS MUST INCLUDE EITHER THE TA OR MYSELF TO PREVENT UNAUTHORIZED COLLUSION.

All assignments are to be typed and submitted to the correct place under the assignments in Canvas due at class start of your assigned date. For the team papers and slide deck (in power point not PDF) also bring 2 printed copies of each to class for the TA and I. ***This means a HARD copy of the team paper and power point thumbnails (3 per page) must be turned in by the beginning of class IN ADDITION to uploading them to canvas by class start; assignments submitted to canvas after class start on the due date are scored 0.*** Forgetting to bring us hard copies (for the team cases and slides only) is a 10 point deduction presuming it has been uploaded on time. Submitting to the wrong place in Canvas is a 10 point deduction so pay attention to where you submit. One person for the team content will submit on the team's behalf, so make sure that person uploads correctly.

Communication & University Electronic Mail Notification Policy:

As e-mail has become a favored way to communicate in academia and 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, address it formally. Communication between professors and students is professional in nature, not informal. Write professionally, as if you are writing to your boss. We will generally return it within 24 hours of receiving it on weekdays or by Monday evening if we receive it on the weekend. Substantive questions are best addressed to Dr. Close, and administrative questions to the TA.

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

UT Class Related Policies

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Religious Holy Days Observance Policy:

Religious holy days sometimes conflict with class and examination schedules. If you miss a work assignment or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of

the University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Documented Disability Statement:

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY. Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if the material being presented in class is not accessible
- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).
- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information:
http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Policy on Scholastic Dishonesty:

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.
<http://deanofstudents.utexas.edu/sjs/scholdis.php>

Q drop Policy:

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.”

Emergency Evacuation:

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, Police Department, or Fire Prevention Services office. Additional information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Behavior Concerns Advice Line (BCAL):

The Behavior Concerns Advice Line is a service that provides The University of Texas at Austin's faculty, students and staff an opportunity to discuss their concerns about another individual's behavior. This service is a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and The University of Texas Police Department (UTPD). An individual can either call the line at 512-232-5050 or report their concerns using the online submission form available at <http://www.utexas.edu/safety/bcal>

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. For immediate support:

- Visit/Call the Counseling and Mental Health Center (CMHC): M-F 8-5p | SSB, 5th floor | 512-471- 3515 | cmhc.utexas.edu

- CMHC Crisis Line: 24/7 | 512.471.2255 | 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)

*I truly hope you enjoy and learn a lot that will be relevant to your career in this course;
hook 'em horns!*