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Office hours by appointment

MARK 464-001, Integrated Marketing Communication
Summer 2017, May 22–July 31, Monday, 6–9 p.m.
Schreiber Center, Room 725

Catalog Description

- This course develops an understanding of how advertising, sales promotion, public relations, personal selling, and in some cases packaging decisions form a coordinated marketing communications plan.
- Outcomes: Students apply the elements of integrated marketing communications and develop a coordinated marketing communications plan for a project or case study.
- Prerequisites: MARK 460; MARK 467 is recommended.

Course Overview

The purpose of this course is to give students the hands-on skills needed to develop an integrated marketing communications campaign. Through examination of new media tactics, guest lectures, and real-world client work, students will become fluent in the language of today's IMC professional. Additionally, students will hone their presentation skills while strengthening their connection to the Chicago business community.

Course Objectives and Learning Outcomes

Graduates of this course will be able to:

- Apply decision-making skills to solve a range of business challenges.
- Develop and present an IMC campaign before peers and professionals.
- Prove the ROI of any integrated marketing communication effort.

Required Materials

- *Brand Media Strategy: Integrated Communications Planning in the Digital Era* (Second Edition), Antony Young, Available on Amazon.com
- Supplementary materials for discussions and assignments posted on Sakai

Suggested Reading

- *Ogilvy on Advertising*, David Ogilvy, Available on Amazon.com

Course Requirements and Grading Criteria

Peer Evaluation.....	5%
Individual Presentation.....	5%
Individual Assignments (2).....	10%
Group Assignments (2).....	10%
Quizzes (2).....	20%
Participation.....	20%
Campaign Project.....	30%
● Plan Book.....	15%
● Client Pitch.....	15%

* Extra credit may be given at the discretion of the instructor.

** See Instructor Policies for further details on grading.

Course Grading Scale

A	100–93%
A-	92–90%
B+	89–87%
B	86–83%
B-	82–80%
C+	79–77%
C	76–73%
C-	72–70%
D+	69–67%
D	66–60%
F	59% and below

Quinlan School of Business Policies

Attendance

Class attendance and participation are fundamental components of learning, thus punctual attendance at all classes, for the full class-meeting period, is expected of Quinlan students. Absences and tardiness may negatively affect an individual's final grade. Students are expected to be on time and prepared for each class. Notice of absences or tardiness due to unforeseen or uncontrollable circumstances must be given to the instructor at least 24 hours in advance of class starting. Students are responsible for any missed work due to absences or tardiness. Two unexcused absences will result in a full letter grade deduction; each missed class thereafter will result in an additional full letter grade deduction.

Make-Up Examinations

Make-up examinations are discouraged. Exceptions may be granted only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observance).

For a student with a documented special testing need, please consult University policy concerning use of the testing center in Sullivan Center at Lake Shore Campus.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood. Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty will be reported to the chairperson of the marketing department.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>

Instructor Policies

Respect and responsibility are key. The following guidelines will ensure a productive and rewarding classroom experience for all:

- Attendance and participation are mandatory and non-negotiable. Attendance is worth 20% of your final grade. Thus, each class is worth 2 points, which are earned by: 1) showing up on time and staying for the entire class, and 2) having your voice heard at least once. Exceptions will only be made in extenuating circumstances.
- There is a zero-tolerance policy for any disrespect or speaking out of turn. That includes talking or attending to other tasks during lectures as well as your classmates' presentations. Any sign of distraction (whispering, internet surfing, texting, etc.) or pattern of disrespect will impact your final participation score.
- There is a 48-hour window for acceptance of late assignments; however, your points will automatically be reduced by 50% for any tardiness in turning in required work. Exceptions will not be made for "technical difficulties." After the 48-hour window, assignments will not be accepted, and you will receive a 0.
- Assignments and final projects will be run through a plagiarism detector. Any indication of plagiarism, which includes lifting another author's work without attribution, will result in a 0 for that assignment and be reported to the chair of the marketing department for further review and possible expulsion from the university. (Refer to Academic Integrity above.)
- Phones must be turned off and placed out of reach at all times except during breaks. Laptops may be used only for coursework and must be closed during guest lectures. Violations of this policy will result in 0 participation points for that class and, if deemed a pattern, will significantly impact your final participation score.
- Recording devices are not permissible without prior approval.
- Coffee, tea, water, and soft drinks are permissible. Breaks will be given around the midpoint of each class for snacks and quick meals, but food should not be brought into the classroom.

Course Schedule

WK	DATE	ACTIVITY	ASSIGNMENTS (DUE THE FOLLOWING CLASS)
1	May 22	Introduction & Course Overview <ul style="list-style-type: none"> ● Student introductions ● Syllabus review ● Skills questionnaire ● Teams assigned ● Campaign project discussed ● Branding exercise ● Exemplary campaigns 	<ul style="list-style-type: none"> ● Individual Assignment #1: Try client's product (bring photo to class). Complete NPS survey (via Sakai). ● Research client; come prepared with at least three questions to ask. ● Buy the course text.
No class Memorial Day (Monday, May 29)			

2	June 5	Communication Goal(s)/KPI(s) ** Client Visit ** <ul style="list-style-type: none"> ● Exercise: Defining the main objective and primary measurement of success; situational analysis ● Understanding the components of an IMC plan ● Library databases overview ● Overview of student presentations and PSYCH-OUT Formula 	<ul style="list-style-type: none"> ● Read Young: 1–3. ● Individual Assignment #2: Go to the library, and bring printed-out materials with demographic and psychographic insights on your target audience to class. Craft one-pager summarizing key findings.
3	June 12	Target Analysis <ul style="list-style-type: none"> ● Student presentations ● Exercise: Defining your audience and identifying your key research insight(s) ● Team breakouts 	<ul style="list-style-type: none"> ● Read Young: 4–6.
4	June 19	Moments of Receptivity <ul style="list-style-type: none"> ● Student presentations ● Exercise: Articulating your key selling idea and identifying where/when that message is best received ● Creative brief overview ● Team breakouts 	<ul style="list-style-type: none"> ● Read Young: 7–8. ● Group Assignment #1: Complete a creative brief for the campaign project.
5	June 26	Campaign Architecture <ul style="list-style-type: none"> ● Student presentations ● Exercise: Mapping out strategies and tactics for message delivery ● Review for quiz ● Team breakouts 	<ul style="list-style-type: none"> ● Read Young: 9–10. ● Study for Quiz #1.
6	July 3	Idea Amplification <ul style="list-style-type: none"> ● Quiz #1 ● Student presentations ● Exercise: Exploring how your message will travel ● Press release overview ● Team breakouts 	<ul style="list-style-type: none"> ● Read Young: 11–13. ● Group Assignment #2: Write a press release for your final campaign project.
7	July 10	Activating the Plan <ul style="list-style-type: none"> ● Exercise: Establishing a plan of execution ● Team breakouts 	<ul style="list-style-type: none"> ● Bring first draft of campaign plan books and presentations to next class for critique.

8	July 17	Campaign Refinement <ul style="list-style-type: none"> ● Campaign book critique ● Review for quiz ● Team breakouts 	<ul style="list-style-type: none"> ● Study for Quiz #2.
9	July 24	Perfecting the Pitch <ul style="list-style-type: none"> ● Quiz #2 ● Run-through of final presentations ● Team breakouts 	<ul style="list-style-type: none"> ● Finalize campaign plan books and presentations based on feedback.
10	July 31	Pitch Night <ul style="list-style-type: none"> ● Final presentations ● Client feedback 	<ul style="list-style-type: none"> ● Enjoy the rest of your summer!

Please note: This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.

About the Instructor

Brendan Shea is the Director of Marketing at [Strike Social](#), a global ad tech company focused on helping agencies and brands succeed in social media and YouTube advertising. He has served as an Adjunct Marketing Instructor at Loyola's Quinlan School of Business for the past three years. Previously, Brendan was the Senior Manager of Content at Sprout Social, a social media software company, where he oversaw all content creation in support of brand, acquisitions, and product marketing. Brendan was also the first Director of Communications for Loyola's Quinlan School of Business, leading the school's rebranding during the time of its \$40 million naming gift. Before Quinlan, Brendan managed Loyola's creative and strategic communications as Senior Copywriter, developing brand campaigns for Chicago and other international markets. He began his career as a journalist, with editorial training from the New York Times, Wall Street Journal, Washington Post, and Tribune Company, before working as a Copy Editor at Leo Burnett, Chicago's largest advertising agency. A frequent speaker with the American Marketing Association, Brendan holds a Master of Science in Integrated Marketing Communications from Loyola University Chicago and a Bachelor of Journalism from the University of Missouri-Columbia.