MARK6107
Advertising, Promotion & Integrated Marketing Communication

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support

Written by Nicole Lasky
And Martin Salkild
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer in Charge and Lecturer Module A: Nicole Lasky

Nicole Lasky has a strong background in both university teaching and industry. She has taught a variety of marketing subjects since 1996, combining both theory and practice to provide students with the skills they need to succeed in a competitive global marketplace. Nicole also has experience in property development, doing large scale projects for Mirvac and AMP, where she was responsible for the strategic planning and implementation of design, financial planning, construction and marketing of business campuses and shopping centres. Marketing of properties included developing marketing strategy, creating integrated marketing communication plans and implementing the plans. Nicole is also a final year UNSW PhD in Marketing Candidate.

Co-Lecturer, Module B: Martin Salkild

Martin Salkild has spent his whole career in advertising apart from a brief spell as a military radar designer and a trainee brand manager. After that it was into planning at the Publicis agency in London and then on to several leading Australian agencies as account director. He was also a founding member of a small agency running the Land Rover account for seven years. Martin now consults to the alcohol industry reviewing advertising campaigns to ensure compliance with the alcohol code. All those years in advertising are still being put to good use with Martin able to entice a stellar group of guest lecturers to share their knowledge with students on his courses.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Nicole Lasky</td>
<td><a href="mailto:n.lasky@unsw.edu.au">n.lasky@unsw.edu.au</a></td>
<td>Quadrangle Building 3rd Floor, Room 3044</td>
<td>9385 3615</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Martin Salkild</td>
<td><a href="mailto:martin@salkild.com.au">martin@salkild.com.au</a></td>
<td>Quadrangle Building 3rd Floor, Room 3041</td>
<td>0414 254 448</td>
</tr>
</tbody>
</table>

Consultation will be by appointment.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Seminars start in Week 1, 3 March (to Week 12): The Time and Location are: Tuesdays, 6:00pm to 9:00pm.

2.2 Units of Credit

The course is worth 6 units of credit.
2.3 Summary of Course

This course aims to give students a better understanding of contemporary communications thinking and integrated marketing communications (IMC), as practiced by marketing managers. It gives participants practical skills in developing and managing advertising and sales promotions programs, media planning, and client-agency relations. The client and the agency should both be working to the same goal of achieving business objectives through a well-planned and well-executed marketing communications campaign. IMC is a methodology and a way of thinking about communication which was created to manage brands in the new brand communication landscape. The essence of IMC is that everything a company does, and sometimes what it doesn't do, can send a powerful brand message. IMC looks at the different ways for companies to communicate about their brand, in an integrated fashion, which takes advantage of the differences between media and leverages their strengths. This course will profile a number of frameworks and theories to elaborate and evaluate communication initiatives.

This course will be divided into Modules 1 & 2.

In Module 1, you will learn that IMC is a methodology and a way of thinking about communication which was created to manage brands in the new brand communication landscape. The essence of IMC is that everything a company does, and sometimes what it doesn't do, can send a powerful brand message. Much of IMC is still about advertising but it just goes much deeper and is much wider in scope. While learning how to develop an IMC strategy, you will be introduced to a number of frameworks and tools to increase your chances of success.

In Module 2 you will learn about the advertising industry, evaluate specific media and learn to create a contemporary creative brief and to “pitch it.” This is a practical based course where you will step into the shoes of an advertising professional for six weeks and learn what it is like to be on the supplier side of the marketing/advertising divide. You will learn to differentiate between a good ad and a bad ad. You will discover how to write a creative brief to direct and inspire a creative team. And you will experience what it is like to prepare an integrated advertising campaign for a problem brand for which you have received an inadequate advertising brief. Welcome to the real world.

Course Aims and Relationship to Other Courses

The aim of this course if for you to:

- Learn how to gauge consumer insights
- Learn how to develop an IMC strategy
- Learn how to use strategy to develop your campaign
- Learn how to develop a promotional campaign
- Learn some of the latest promotional techniques and be able to evaluate and select based on your situation

This course is part of the Master of Marketing program and builds upon the concepts you have learned from MARK6100 Marketing Management: Contemporary Analytical Perspectives.
2.4 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

By the end of this course, you should be able to:

1. Evaluate the effectiveness of an integrated communication campaign
2. Evaluate the trade-offs between traditional and non-traditional marketing campaigns
3. Design positioning statements
4. Write and evaluate creative briefs
5. Be able to communicate and sell your arguments and creative ideas
6. Work collaboratively to complete a task

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**Business Postgraduate Coursework Program Learning Goals and Outcomes**

1. **Knowledge**: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving**: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective communicators in professional contexts.
   
   You should be able to:
   
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork**: Our graduates will be effective team participants.
   
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility**: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
   
   You should be able to:
   
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This course helps you to achieve the following learning goals for all postgraduate coursework students:</em></td>
<td><em>On successful completion of the course, you should be able to:</em></td>
<td><em>This learning outcome will be assessed in the following items:</em></td>
</tr>
</tbody>
</table>

1. **Knowledge**
   - Understand the concept of IMC
   - Understand how brand equity relates to IMC
   - Understand IMC frameworks
   - Understand what communications professionals can provide to you as a marketing specialist.
   - Understand how to create an environment for communications professionals to give you the best outcomes and how to manage the client/agency relationship.
   - Have a better appreciation of the creative process, strategy development, contemporary integrated marketing, the role of PR.
   - Appreciate the emerging importance of behavioural economics in research.
   - **IMC Part A**
   - **IMC Part B**
   - **IMC Part C**
   - **IMC Part D**

2. **Critical thinking and problem solving**
   - Discover consumer insights
   - Analyse the competitive environment
   - Design positioning statements
   - Learn how to write a creative brief that can direct and inspire a creative team.
   - **IMC Part A**
   - **IMC Part A**
   - **IMC Part B**
   - **Critique ads and write a creative brief.**
   - **IMC Part C**
   - **IMC Part D**

3a. **Written communication**
   - Construct written work which is logically and professionally presented.
   - **IMC Part A**
   - **IMC Part B**
   - **IMC Part D**
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
The approach of this course is to combine conceptual information with real world practice. Concepts and frameworks are important to learn as only by understanding frameworks can practitioners adapt to changes in the environment. These frameworks will be learned from lectures and the readings. As this is a professional postgraduate course, lectures will be short, covering only main concepts of the readings. It is expected that you have prepared by reading in advance. However, you must also understand how to apply concepts and frameworks in real situations, hence the practical component of learning. Examples of how to apply will be drawn from real experience from instructors and students. By examining real situations and firms, you will practice making real decisions.

In Module 2 learning and teaching and will be achieved with the help of guest lectures from leading communications companies from a variety of areas of the communications mix. For students, regardless of your individual background, whether from marketing, sales, advertising, media or whatever, over the six week course you will “think yourselves” onto the advertising agency side of the business as if you are being trained to enter the advertising industry. You will assume responsibility for understanding advertising and for appreciating how to critique, brief and assess advertising. You will learn how to work in an agency team to create an effective advertising and promotion program for a brand with a problem.

3.2 Learning Activities and Teaching Strategies
Classes will be run as seminars with short lectures that will outline the main concepts of integrated marketing communication, real-world examples and their managerial implications. They will be interactive with students free to ask questions at any time and participate in class exercises. The relevant readings, to be read in your own time, provide more detail about these concepts. To illustrate the concepts with practical examples, lectures will draw on the experiences of instructors, students and occasionally industry practitioners.

Discussions will follow the lecture part of the class and be used to:
• reinforce concepts
• apply the concepts from readings to practical examples
• enhance critical thinking and analysis skills
• enhance writing and oral presentation skills; and
• network

Use of computers in class

Feel free to use of computers for note taking, but not for surfing. Texting on mobile phones is also unacceptable. Those activities are professionally discourteous to the guests who have given their time to talk with us and are distracting to other students.

Copies of the lecturers’ notes will be posted on Moodle so you will only need to write down anything you really want to remember. It’s far better to listen to what’s being said than to frantically try to record every word.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
• achieve a composite mark of at least 50; and
• attend 80% of the classes; and
• make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. IMC Part A:</td>
<td>25%</td>
<td>1000 –</td>
<td>Week 4: Monday, 23 March</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td>1200</td>
<td></td>
</tr>
<tr>
<td>Consumer</td>
<td></td>
<td>words</td>
<td></td>
</tr>
<tr>
<td>Insights</td>
<td></td>
<td></td>
<td>Submit online to Moodle</td>
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<tr>
<td>and Competitive</td>
<td></td>
<td></td>
<td>6:00pm</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. IMC Part B:</td>
<td>15%</td>
<td>1200 –</td>
<td>Week 6: Wednesday, 15 April</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td>1500</td>
<td></td>
</tr>
<tr>
<td>IMC Strategy</td>
<td></td>
<td>words</td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td>(about</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1000</td>
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<tr>
<td></td>
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<td>words</td>
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<tr>
<td></td>
<td></td>
<td>from part A</td>
<td></td>
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</tbody>
</table>

Module 2

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Critique ads</td>
<td>25%</td>
<td>3-4 pages plus cover page</td>
<td>Week 9: Monday 4 May 6:00pm</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td>Submit online to Moodle</td>
</tr>
<tr>
<td>Prepare a Creative Brief</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. IMC Part C:</td>
<td>15%</td>
<td>Approx 15 minutes</td>
<td>Week 12: Tuesday, 26 May 6:00pm</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. IMC Part D:</td>
<td>20%</td>
<td>Approx 15 to 20 pages</td>
<td>By: Thursday, 11 June 6:00pm</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Written Report</td>
<td></td>
<td></td>
<td>Submit online to Moodle</td>
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</tbody>
</table>
Several of your assignments will be linked together this semester, enabling you to develop a progressive (accumulative) piece of work. You will be given feedback and advice along the way, which will help you to learn, improve and increase the likelihood of achieving a strong final piece of work. You will also gain solid integrated marketing communication skills.

In Week 1 you will form groups and select what you consider is a brand with an ineffective advertising campaign which could be improved with a better strategy and better creative and media.

You will then individually research and write about the brand’s consumers and competitors, resulting in an analytic report due in Week 4 (IMC Part A).

You will then re-join your groups to work on IMC Part B, which will include contributions from your research from Assignment 1 (about 1000 words), creating and adding a new IMC strategy (additional 500 words).

In Module 2, you will then develop IMC Part C: Group Presentation after receiving feedback from Assignment 2, which will be a creative pitch based on your IMC strategy.

You will again receive feedback from the presentation, giving you two weeks to write the final creative pitch (IMC Part D) individually. You will already have about 5-6 pages from assignment 2 to start you off and all of the shared materials from the group presentation. However, you will develop the document and submit individually. Based on the group presentation feedback, you are free to change anything from the presentation.

Critique ads/prepare a creative brief is individual and separate from the main project, but will assist you in improving your skills for the main project.

Module 1
Worth 25% of Course

Students will form groups in Week 1 and will select what you consider is a brand with an ineffective advertising campaign which could be improved with a better strategy and better creative and media. Students should choose a brand that is not too broad or multi-faceted. This will be discussed in Week 1 in more detail.

Then individually, students will research and write IMC Part A.

Before developing any strategy or creative work, it is important to research your target market competitors, and industry. An integrated marketing communications campaign is a combination of creativity and insights learned from research. In IMC Part A you will delve into the target market of your brand. Consider the following:

- How is the market segmented?
- What is the consumer buying behaviour?
- How do consumers currently perceive the brand?
What needs (functional and emotional) do consumers have? Are they latent needs?

How do consumers perceive the major competitors?

What gaps exist, ie unfulfilled needs?

Can market driving be applied?

Conclude, by explaining what you have discovered about consumer insights and any expressed or latent needs.

Avoid/copy paste, paraphrasing all work. Your assignments will be submitted to a program called Turn-It-In which will provide a similarity index to other assignments and web pages. You should aim for a similarity index of less than 10%.

Ensure that you reference all of your work both in-text and on the references page using correct Harvard, APA or Journal of Marketing style.

**IMC Part B: Group IMC Strategy Report**

**Worth 15% of Course**

For this assignment, work with your group, merging your findings from IMC Part A.

The aim is to use what you have learned to develop and IMC strategy.

You will:

- Create a perceptual map using two logic factors, plotting competitors and the brand under investigation (You may plot their current position and recommended position).
- Develop a positioning statement based on the perceptual map.
- Write your draft “big idea”, based on your positioning statement, including brand essence, brand personality and slogan
- Write your draft appeal, explaining what type of specific rational or emotional appeal you have chosen.

**Module 2**

**Critique ads Individual – prepare a creative brief**

**Worth 25% of total course mark**

Everyone involved in marketing communications needs to be able to form and express opinions about advertising and advertisements. Whether we are looking at ads that have been produced in response to a creative brief, or if we just see an ad on TV, the web, or in a magazine, we need to be able to give a more reasoned response than “It’s no good” or “It’s great” or “I don’t like it”.

We have to understand and explain why we feel that way. We need a set of criteria to help support or qualify our initial reactions.

Week 7 will include a discussion on “good” and “bad” advertising. We will review some
simple techniques for assessing advertising. Based on learnings in weeks 7 and 8, you will be asked to select, in your opinion, the most effective and the least effective ad in a magazine nominated by your lecturer and to prepare written critiques of each.

For the least effective ad, you will also prepare a creative brief that could direct and inspire a creative team to produce a significantly improved advertisement. Your creative brief will be based on a format you will be given in week 7. You will submit your assignment in week 9 on Monday, 4 May via Moodle.

Format

- Please think about the quality of your document’s presentation format as if you were preparing a submission to your management or to a client.
- Ensure your name, the date, the course name and the assignment topic are clearly identified on the front cover using the University’s Assignment Cover Sheet.
- Type in one and a half spacing in an easy-to-read font such as 11pt Arial like this document. Use appropriate headings and paragraphs so it’s a pleasure to read.
- Keep your document clear and to the point without unnecessary padding.

IMC Part C: Group Class Presentation

Worth 15% of course mark

In week 7 you will re-join your teams and collaborate as if you were all working for an advertising agency. Your group will select what you consider is a brand with an ineffective advertising campaign which could be improved with a better strategy and better creative and media. You will identify its weaknesses and opportunities for improvement using the knowledge you’ve gained on research, strategy, creative and media.

Your task will be to make a class presentation as if you were in a competitive pitch to win a piece of new business. It will be your decision who in the group takes on which tasks or roles and who prepares which sections of your recommendation and presentation, but you will definitely need to work as a team.

So you will have four weeks from week 8 to week 12 finalise your strategy, develop your creative and media recommendations and prepare your presentation.

This will be the living and breathing presentation of your recommendations to a panel of judges. This will be the first time the judges (think of them as your potential client) will have heard any of your thinking or seen your recommendations.

Remember that the judges are watching your presentation in the hope of seeing something they can approve. They are on your side.

You can use whatever presentation aids you like: PowerPoint, Prezi, whiteboard, flip charts, layouts, audio, video, handouts, etc, etc. But remember, it’s you who are making the presentation, not your presentation aids.

By week 11 you will have an overload of information and ideas. You will have to choose what parts of this information to use and what parts to leave out so you can present a clear and compelling case for your recommendations in week 12.
All members of the agency team must participate in the presentation, but do not need exact equal billing in terms of minutes speaking. However, whatever each member contributes must be relevant and integrated into the whole presentation.

The maximum presentation timing is 15 minutes with a couple of minutes for questions.

The assessment of your presentation will be based on:

- Good understanding of the brand, the market and the consumer
- Well structured content and presentation
- Ability to communicate a key message
- Persuasive and convincing recommendations
- Seamless transfers between presenters
- Engaging style; could hold audience attention
- Effective use of presentation aids or techniques
- “Wow” factor that sets your presentation apart from the others

**IMC Part D: Individual Final Written Report**

**Worth 20% of course mark**

Your document will be written individually and must be capable of making your case in a stand-alone scenario as if the potential client to whom you had presented your recommendations had passed the document on to a senior colleague for review. It will be up to you how large or involved your document becomes. Make the document as persuasive as it needs to be to get your points across and your recommendations accepted. You will each be able to share the materials from the group presentation, but then must develop and submit the written document individually.

Make sure your document will hold the attention of the reader. Don’t let it become boring. Keep it interesting. Make sure the reader can understand where you are heading and follow the logic of your recommendations to the point where they say “Yes, that makes sense, let’s do it.”

There will be an opportunity between weeks 10 and 11 to meet with your lecturer to discuss your project and make sure you are on track.

The assessment of your written document will be based on:

- Overall clarity of thinking
- Ability to identify campaign weaknesses
- Ability to recognise opportunities for improvement
- Quality of background inquiry into the product, consumer and market
- Strategic insights leading to the creative and media strategy
- Originality, freshness and creativity of your recommendations
- Integration of the various components of your recommendations
- Long term campaignability of your recommendations
• Realistic budget in relation to the size of the product or the market
• Presentation of the report: accuracy, design, attention to detail, “reader-friendly”

**Note about group work and individual weighting of the group mark**

Working in groups is always challenging, but this is how advertising campaigns are created in real life. In group work, students also learn a great deal from fellow group members as the project progresses.

Past experience has shown that effective groups are those that are able to:

• meet regularly;
• develop and follow a work plan and timetable;
• divide the work as evenly as possible according to each member’s strengths;
• encourage open communication, participation and the sharing of ideas.

It is suggested a diary be kept by one of the group members to minute meeting times, attendance, issues discussed, and delegation of work to members.

If teams are having problems with one or more members not meeting group obligations, they should first try to resolve differences themselves. If this is not successful, set up a meeting with the Lecturer-in-charge as soon as possible. Don’t wait until problems escalate, and please don’t raise problems after the presentation when it is too late to help you find a solution.

**Group members may complete a peer evaluation of the contribution of each group member, including themselves.** These evaluations may result in the individual mark for each student being weighted up or down from the group mark.

It is in your interest to make your group work effectively to ensure it delivers high quality output. Cohesive and harmonious groups will not have members marked down.

**4.3 Assignment Submission Procedure**

Assignments are to be submitted via Moodle.

All students should be ready to present in Week 12 at 6:00pm.

Assignment 3 will be marked and handed back to students in Week 10 on 12 May.

The written component of Assignment 5 with feedback on the class presentation and written document will be available after the course marks and grades are announced after the end of Semester 1. The annotated assignments can be collected during office hours Monday to Thursday from the School of Marketing Office on the 3rd floor of the Quadrangle Building.

**Assessment Format**

Marksheets will be made available on Moodle Week 1 for Module 1 and Week 7 for Module 2.
**Master of Marketing Grade and Mark ranges**

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination), grades will be provided to students in a form of a letter grade (not as a mark) as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>75 - 100</td>
<td>A superior to outstanding performance</td>
</tr>
<tr>
<td>B</td>
<td>60 - 74</td>
<td>A good performance</td>
</tr>
<tr>
<td>C</td>
<td>50 - 59</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>Fail</td>
<td>0–49</td>
<td>Performance below minimum level of competence</td>
</tr>
</tbody>
</table>

Course results as a final mark are released to students and are made available **ONLY** via MyUNSW (not by the lecturer) following a Faculty sub-committee meeting to approve distribution of marks.

### 4.4 Late Submission

Consistent with the School of Marketing policy, late submission of written assignments will attract a penalty of 10% per day or part thereof. Your written assignment will be considered late after a 10-minute grace period. It is the group’s responsibility to organize their time with progressive individual submissions to the group. If a group member does not provide their work to the group, it is the group’s responsibility to complete the assignment and submit on-time. All students will be ready to present Week 12 at 6:00pm or will be considered late – no grace.

**Quality Assurance**

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.
5 COURSE RESOURCES

The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

Recommended Textbooks

Module 1 will mainly use the following textbook.


This is an Australianised edition of a widely read American text book on integrated marketing communication and is a good read.

Other recommended readings are:

Hill, CWL, Jones, GR (2010). Strategic management: An integrated approach (9th ed), Cengage, Mason, OH.


Module 2 will mainly use the following textbook.

A text book is not compulsory reading for this part of the course, but you should consider getting Advertising Principles and Practice by Moriarty, Mitchell, Wells, Crawford, Brennan and Spence-Stone, 3rd edition by Pearson Education Australia. This is the 2015 edition of a useful book which has good reference on most of the topics covered in the course. It is the Australianised edition of a widely read American text book with plenty of reference to Australian advertising.

Journals

For weekly discussion at each lecture, you can read the latest fortnightly B&T and AdNews advertising magazines which go on sale on alternative Fridays.

Other recommended journals are:

- Journal of Marketing
- Journal of Advertising Research
- Journal of Product Innovation and Management
Journal of Product and Brand Management
Entrepreneurship: Theory and Practice
Strategic Management Journal
E-Commerce Research and Applications
Journal of Consumer Research
Journal of Marketing Research
Journal of Marketing Management
European Journal of Marketing
Journal of Australasian Marketing
Harvard Business Review
Journal of Decision Sciences
Ethics
MIS Quarterly
Academy of Management Journal
Journal of Management

Newspapers/Magazines:
Business Review Weekly (BRW)
Sydney Morning Herald
The Australian
Australian Financial Review
Wallstreet Journal

Journal Articles


Whitlark, DB, Allred, C Values research helps create a market-driving strategy, Marketing Research, 15 (4), 33-38.

Websites
There are ever more useful online sites and blogs to follow. During the course we will pool our resources to build a database of sites the lecturer and class feel is of particular use. I recommend Mumbrella at http://mumbrella.com.au and Best Ads at bestadsontv.com. Their content is a bit random, but you’ll see some good stuff.

- Library databases via Sirius: http://sirius.library.unsw.edu.au

American Marketing Association http://www.marketingpower.com/Pages/default.aspx
TED TV http://www.ted.com/search?q=education+innovation

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through e.g. end of semester CATEI evaluations and focus groups.
# COURSE SCHEDULE

## Seminar Schedule

Seminars start in Week 1 and finish in Week 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Module 1</td>
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<tr>
<td>Week 1 3 March</td>
<td>Introduction to IMC</td>
<td>Belch, Belch, Kerr &amp; Powell (2014) Chapters 1 &amp; 2</td>
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<td>Form Groups</td>
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<td></td>
<td>Assignment Briefing</td>
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<tr>
<td>Week 3 17 March</td>
<td>Brand Equity and IMC</td>
<td>Keller (2008) Chapter 2 available on Moodle</td>
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<tr>
<td>Week 4 24 March</td>
<td>Brand Positioning</td>
<td>Hill &amp; Jones (2010) Chapter 5 available on Moodle</td>
<td>IMC Part A: Individual Consumer insights and competitive analysis research report Due Monday, 23 March Submit on-line to Moodle 6:00pm</td>
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<tr>
<td></td>
<td></td>
<td>Moore (2009) see link in journal article list above</td>
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<tr>
<td></td>
<td></td>
<td>Belch, Belch, Kerr &amp; Powell (2014) Chapter 9</td>
<td></td>
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<tr>
<td>Week 5 31 March</td>
<td>Market Driving The Big Idea and Creativity</td>
<td>Kumar et al (2000)</td>
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<td></td>
<td></td>
<td>Ang (2014) Chapter 6 Available on Moodle</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Appeals</td>
<td>Belch, Belch, Kerr &amp; Powell (2014) Chapter 11</td>
<td>IMC Part B: Group – IMC Strategy Report Due Wednesday, 15 April 6:00pm Submit on-line to Moodle</td>
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<td>14 April</td>
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### Module 2

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Introduction to advertising</th>
<th>Moriarty, Mitchell, Wells, Crawford, Brennan and Spence-Stone (2015) Chapters 1 &amp; 2</th>
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<tbody>
<tr>
<td>21 April</td>
<td>Advertising’s role in marketing</td>
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<tr>
<th>Week 8</th>
<th>Creative advertising and effective integration</th>
<th>Moriarty, Mitchell, Wells, Crawford, Brennan and Spence-Stone (2015) Chapters 12, 13, 14 Chapters 4, 5, 7</th>
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<tbody>
<tr>
<td>28 April</td>
<td>Brands and defining audience</td>
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<tr>
<th>Week 9</th>
<th>Interactive and digital media</th>
<th>Chapter 10</th>
<th>Critique ads: Individual – prepare a creative brief Due Monday, 4 May 6:00pm</th>
</tr>
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<tbody>
<tr>
<td>5 May</td>
<td>Media strategy, planning and buying</td>
<td>Chapter 11</td>
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<tr>
<th>Week 10</th>
<th>Effective media</th>
<th>Chapters 8, 9</th>
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<td>12 May</td>
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<tr>
<th>Week 11</th>
<th>Strategic research in advertising</th>
<th>Chapter 6</th>
<th>Chapter 3</th>
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<tbody>
<tr>
<td>19 May</td>
<td>Regulation and ethics of advertising</td>
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<tr>
<th>Week 12</th>
<th>IMC Part C: Group Presentation – The “agency teams” will present their advertising campaign as if in a new business pitch. You’ll find this is</th>
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<tr>
<td>26 May</td>
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the night it all comes together and you'll probably learn more about advertising in this week than in all the other five weeks put together.

Remember that IMC Part D: Individual Written Report is due by 11 June.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

### Business Postgraduate Coursework Program Learning Goals and Outcomes

1. **Knowledge:** Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving:** Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication:** Our graduates will be effective communicators in professional contexts.
   
   You should be able to:
   
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork:** Our graduates will be effective team participants.
   
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.
   
   You should be able to:
   
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
b. Consider social and cultural implications of business and/or management practice.

9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz:
https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to
leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for Postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

12 STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:

- Business School Education Development Unit (EDU)
  https://www.business.unsw.edu.au/students/resources/learning-support
The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**  
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)  
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**  
  Provides online help using Moodle. [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**  
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)  
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**  
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)  

- **UNSW Counselling and Psychological Services**  
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit**  
  [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)  
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au