

Term Information

Effective Term Spring 2023
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Inclusion of this course in the new GE theme area of Lived Environments.

What is the rationale for the proposed change(s)?

We feel this course's goals and expected learning outcomes closely align with this GE theme area.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Communication
Fiscal Unit/Academic Org School Of Communication - D0744
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2331
Course Title Strategic Communication Principles
Transcript Abbreviation Strat Comm Prin
Course Description The role of strategic communication in business, including basic principles of integrated marketing, theory, and ethical standards.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 431.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0901

Subsidy Level

General Studies Course

Intended Rank

Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups; Lived Environments

The course is an elective (for this or other units) or is a service course for other units

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Individual and Groups

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To introduce students to the theory and methods of the practice of strategic communication.
- To explore the ways in which varying forms of communication may have different impacts for differing ethnic or racial groups on the interplay between societal/cultural values and media content.
- To develop an ability to comprehend and assess individual and group values as reflected in strategic communication, and to recognize their importance in social problem-solving and policy making.

Content Topic List

- Integrated Marketing Communication Approach
- Consumer behavior
- Social and cultural values in strategic communication
- The communication process
- Message objectives and budgeting
- Planning and development
- Implementation and evaluation
- Assessing individual and group values
- Public relations; publicity
- New and traditional media in strategic communication
- Measuring campaign success

Sought Concurrence

No

Attachments

- COMM 2331 GE Application-Lived Environments.docx: GE course submission form
(Other Supporting Documentation. Owner: Jackson, Kylie M.)
- COMM 2331 Syllabus (1).docx: Syllabus
(Syllabus. Owner: Jackson, Kylie M.)
- Regional campus GE memo.docx: Regional campus memo
(Memo of Understanding. Owner: Jackson, Kylie M.)
- Communication Curriculum Map updated November 2019.docx: Curriculum Map
(Other Supporting Documentation. Owner: Jackson, Kylie M.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jackson, Kylie M.	06/22/2022 08:03 AM	Submitted for Approval
Approved	Jackson, Kylie M.	06/22/2022 08:09 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2022 11:37 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2022 11:37 AM	ASCCAO Approval

SYLLABUS: COMM 2331 STRATEGIC COMMUNICATION PRINCIPLES SPRING 2023

Instructor: Bethany B. Barker, Ph.D.

Email address: barker.332@osu.edu

Office hours: Tuesday/ Wednesday 9:00-11:00 a.m. or by appointment

TA:

Email address:

Office hours:

Office hours Zoom links and passwords in the Office Hours page (Welcome Module) on Carmen

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Course catalog description

The role of strategic communication in business, including basic principles of integrated marketing, theory, and ethical standards. Prereq: Not open to students with credit for 431.

Course description, learning goals, and outcomes

This course introduces students to the general field of strategic communication from a business perspective, with an emphasis on integrated marketing communications, message design, and advertising. The course is a basic survey course that covers a wide-range of theory, practice, and research methods associated with strategic communication. It is divided into three units. The first unit is dedicated to the foundations of Integrated Marketing Communications. The second unit focuses on consumer behaviors, message processing, and message creation. The

third unit centers around the implementation of IMC messages across channels. By the end of the course, students should be able to have a broad overview of the strategic communication and advertising industries, basic practices, and associated social and ethical issues. Specifically students will ~~have~~:

1. Understand the principles and practice of integrated marketing communications, target marketing, and branding.
2. Interrelate theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts.
3. Differentiate how mediated communication channels such as mass media, public relations/publicity, advertising, digital and social media, and corporate advertising are employed for strategic communication and promotion.
4. Analyze the social and ethical dimensions of strategic communication to vulnerable populations (e.g. women, ethnic and racial minorities, children).
5. Demonstrate the necessary writing skills to communicate as a strategic communications professional.
6. Examine learning experiences using a metacognitive approach to improve learning processes.

This course fulfills a General Education (GE) Course requirement for the Lived Environments theme. Consumers once faced with occasional marketing message have now entered into an immersive consumer environment. Proliferation of channels have rendered marketing messages ubiquitous and consumers have now become willing participants with the increased popularity of social media. This course sets out to explore these interactions within consumer environments.

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All courses within the GE are expected to meet the following Goals and Expected Learning Outcomes (ELO).

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

This goal will be met through the SWOT Analysis assignment, weekly discussions, and exams. The SWOT Analysis assignment asks students to engage in critical thinking and analysis. The weekly discussions ask students to explore the course concepts in a critical and logical manner, often exploring how the concepts relate to relevant brands and/or advertisements. Exams utilize applied multiple choice and short answer questions that demonstrate knowledge of the course concepts.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

These ELOs will be met through the Ad Memo and Unit Reflection assignments. The Ad Memo assignment asks students to apply knowledge from the course to a current advertising campaign. The Unit Reflections ask students to describe and evaluate their learning experiences to create awareness of where learning skills and habits could be improved or maintained.

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

These ELOs will be met through the SWOT analysis assignment, Weekly Discussions, and Exams. The SWOT Analysis explores how traits internal to an organization and elements outside of an organization interact within [consumer](#) environment. Many of the weekly discussions require students to think of their own interactions with brands and the environment. Exam questions ask students to demonstrate knowledge of the complexity and change within [consumer environments](#).

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

These ELOs will be met through the Ad Memo assignment, Weekly Discussions, and Exams. The Ad Memo assignment asks students to evaluate a current advertisement or campaign and how this works within the current social landscape of consumer environments. The weekly discussions often ask students to critique or evaluate commercial persuasive messages and the conventions behind these messages. Exam questions ask students to demonstrate knowledge of these perceptions and critiques.

Mode of delivery

This course will be presented fully online. It will be in an asynchronous format with no required in-person or live meetings. Optional live exam reviews will be conducted via CarmenZoom with materials from the review available by the next day.

How this course works

- This course will use Modules in Carmen to organize materials. A new module will open in the Modules by Sunday morning of each week.
- The module will open with all contents for the week and any they may be completed at any time prior to the posted due dates.
- Make sure you visit the module at the beginning of each week to read the Weekly Overview for announcements, updates and a to-do list for each week.
- The course calendar will be utilized, but updates and reminders will be in the module and email from the instructor.

Course materials

Required

The textbook and/or courseware for this course is being provided via CarmenBooks. Through CarmenBooks, students obtain publisher materials electronically through CarmenCanvas, saving them up to 80% per title. The fee for this material is included as part of tuition and is listed as CarmenBooks fee on your Statement of Account. In addition to cost-savings, materials provided through CarmenBooks are available immediately on or before the first day of class. There is no need to wait for financial aid or scholarship money to purchase your textbook.

Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore. For more information on the program or information on how to opt out, please visit the CarmenBooks website.

Belch, G. & Belch, M. (2021). *Advertising and promotion: An Integrated Marketing*

Communications Perspective (12th Edition). McGraw Hill.

Access this eBook through the CarmenBooks reader link in the course navigation. If you would prefer to obtain your textbook and other course materials on your own, you may opt out by contacting carmenbooks@osu.edu. You must express your interest to opt out of CarmenBooks before the end of the 100% refund period for your session. To check the date for your session, visit <https://registrar.osu.edu/registration/> (link is external). After that date, no refunds will be available.

Grading and faculty response

Grading

This course is divided into three units. Each unit will include at least two learning quizzes, two discussions, one exam, and one reflection. The lowest score for your discussions will be dropped. The lowest two quiz scores will be dropped. The first two sections are longer, as they include more information to expose you to the materials. These sections will each include a short paper.

Assignment Overview and Descriptions

Assignment Type	Points for each	Frequency	Total Points
Learning Quizzes	5	10 *	40
Learning Discussions	10	9 *	80
Short Papers	50	2	100
Exams	100	3	300
Reflections	10	3	30
Points total			550

Assignments

Unless otherwise posted, assignments are due each Saturday at 11:59 p.m.

Discussion posts

Weekly discussions are intended to help students draw connections between themes and topics for the week. Points are awarded for the initial post (5 points) and responses to two peers in your group (2.5 points each)

Initial posts are due every **Saturday at 11:59 p.m. EST**. Excellent initial posts will have a minimum of two paragraphs that thoroughly addresses the entire [discussion assignment](#). Excellent work will also use citations from readings and lectures to provide evidence.

Response posts to two group members are due the following **Tuesday at 11:59 p.m.** Excellent work provides a direct response specifically addressing the insights in the peer's post in at least one paragraph. The lowest total discussion score will be dropped at the end of the semester.

Learning Quizzes

Weekly reading quizzes provide a low-stakes opportunity to quiz the student's knowledge of the materials presented that week. Every student will have three opportunities to attempt each quiz. Quizzes will be five questions each and timed at fifteen minutes for each attempt. Multiple choice and true/false questions will be pulled from a question bank. Although students may attempt the quiz multiple times, students will likely see a different set of questions on each attempt. Quizzes will open when the module opens and close each **Saturday at 11:59 p.m.** The two lowest scores will be dropped at the end of the semester.

SWOT Analysis

The SWOT Analysis assignment allows students to assess the Strengths, Weaknesses, Opportunities and Threats of an organization. The purpose, intent and best practices of a SWOT Analysis will be covered in lecture and readings prior to the assignment. In 3-4 double-spaced pages using APA style students will identify these elements and provide a summary and synthesis of the strategic position and brand status that discusses how you leverage strengths and minimize weaknesses to take advantage of opportunities and address threats as identified in each section.

Ad Strategy Memo

This assignment asks students to evaluate an advertising campaign as if they were working for a competing advertising agency. In 2-3 double spaced pages, students identify elements such as branding, sources, audience, structure, and strategy. Students then provide an evaluation of the effectiveness of this campaign.

Exams

There will be three exams this semester administered on Carmen. Questions will be multiple choice, true/false and short answer format with a focus on application of the materials. The questions will be pulled from a question bank, with each student receiving the same number of questions on each topic. The textbook and notes may be used, but it will be extremely difficult to look up each item within the allotted time period.

Exams 1-2 will be open for a 24 hour period. Exam 3 will be open for 48 hours to help students who may have multiple final exams on one day. Exams are timed at 100 minutes each with an average time of 2.5 minutes per multiple choice or true/false question and 5.5 minutes for short answer questions.

Optional live exam reviews will be offered for each exam. The reviews will be held in the Office Hours Zoom link at the date/time specified in the syllabus and in the weekly Carmen module. Students will be placed into Zoom breakout rooms. Each breakout room will be given a portion of the study guide to complete. The instructor and/or TA will be available for questions. The portions of the study guide completed in the live session will be reviewed by the instructor for accuracy and then posted to Carmen.

Unit Reflections

Upon completion of each section, students will be asked to reflect upon their thoughts, feelings, and experiences as a learner in that unit. Metacognitive reflection will allow students the opportunity to think about their role in the learning process. Reflections will be roughly 1-2 pages long. Each reflection will have three sections. Each section will be graded as complete (full points), partial (half points), or incomplete (0 points). Complete status is awarded to students who thoughtfully address all questions in that section.

Late assignments

Policy for assignments

- Technical malfunctions at the last minute, getting called in to work on the due date, etc. are not considered excused. Assignments are open for at least a full week and may be completed any time in that week. Do not wait until the last minute.
- Quizzes and exams are open for a duration of time and the window in Carmen will close. The quiz or exam will not be re-opened unless University or medical documentation is provided.
- Discussions will be eligible for partial credit if the initial post is late but the responses are on time. At the response due date, the board will close and will not be re-opened. Students unable to participate in the discussion should follow the makeup procedure listed below and request an alternate assignment.
- Written assignments will be assigned early and expected to be turned in (and fully uploaded) on time at 11:59 p.m. EDT/EST. At midnight, a 20% deduction will apply. There will be a 20% deduction for every day the submission is late. No submissions will be accepted after 4 days without University or medical documentation. It may take some time for your file to upload. Files that upload past the submission point will be considered late. Please plan accordingly.

Makeup request

Makeups should be requested prior to the due date, even if documentation has not yet been obtained. As these assignments are due late in the evening, the instructor may not be able to respond immediately to last minute requests for makeup. We will respond as soon as we are able. Please contact the instructor and TA as soon as you know a makeup will be necessary. If it is an emergency situation at the due date, a makeup needs to be requested within one week of the due date.

Providing documentation

Please provide a medical, military or University note (ex. Letter from club advisor) for excused absences. Please do not send photos or videos as proof of your illness or injury. I often read student emails while eating at my desk or enjoying my coffee. Photos of this nature do not aid digestion.

If you are escorting a friend or family member to an appointment/ urgent care/ emergency room visit, please request a caretaker or companion excuse note from the facility. This should be requested at the time of the appointment and should be provided to you at no charge.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Please note: Carmen Canvas, OSU's grading and class management software, does not round fractions up. Please take that into account in computing grades. I do not manually round up grades. There will be opportunities for extra credit for students who choose to earn those points.

Extra Credit Opportunities

Press Release Assignment

The press release assignment provides students with the opportunity to practice a common strategic communication practice. Students will be provided with the information and tools to write a fictional press release for a strategic communication campaign. Information will be provided during our PR Module. Students may earn up to 10 points on this assignment.

C-REP (Communication Research Experience Program) Research Credits

All students enrolled in COMM 2331 may participate in the Communication Research Experience Program ("C-REP"). This is an optional extra credit activity worth up to 3 points. C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing three hours of C-REP research studies, OR
- Completing three C-REP alternative written assignments, OR
- Completing a combined total of three credits of research studies and alternative writing assignments. You should NOT wait until the last minute to sign up for participation. It is wise to

complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to Olivia Bullock at bullock.181@osu.edu.

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. Please expect to spend just as much time engaging with this class as you would an in-person course. The following is a summary of everyone's expected participation:

- **Reading:**

Textbook readings are listed in the syllabus and supplemental readings will be posted on Carmen. It is expected that you will complete the readings prior to engaging with any other materials for the week. Lectures are intended to go in-depth on topics, not to replace the readings or cover each and every topic fully. You must read to have the background knowledge to interact with the topics through lecture and activities.

- **Reviewing the module contents and weekly overview:**

A new module will be released each week in Carmen under Modules. Everything you need for the week will be in the module, unless otherwise stated in the Weekly Overview. The Weekly Overview will serve as an introduction and checklist for the week. You will receive information about what will be covered, learning objectives met and due dates for the week. This should be viewed by Monday evening at the latest to be sure you aren't missing anything for the week.

- **Viewing lectures:**

All lectures for this course are pre-recorded and will be posted to Carmen at the opening of each module. Some lectures, or lessons, are in a written format with links to articles, videos and embedded materials to aid your interaction with the material with current real life examples.

- **Office hours:**

We are available to help you to learn, understand, and grow as individuals. Office hours are digital via Carmen Zoom. Due to the COVID-19 pandemic, no in-person meetings will be held. Our offices are not large enough to properly maintain social distancing.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback within **7-10 days**. For writing assignments, you can generally expect feedback within **2 weeks**.

E-mail

We will reply to e-mails within **24 hours Monday-Friday**. If you have emailed regarding an issue, please wait up to 24 hours for a response before sending multiple emails.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** The School of Communication encourages students to practice professionalism in all communications, including those conducted online. The instructor and TA both work very hard to provide a positive learning experience. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.

Emails, items turned in to Carmen (discussions, assignments, etc.) and social media posts that are disruptive to the proceedings of class or threatening (implicitly or explicitly) toward students, teaching assistants or instructors, violate the Student Code of Conduct and may be reported to the Office of Student Conduct.

The Counseling and Career Services [netiquette](#) (internet etiquette) guide provides students with tips for professional online communications.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Encouraging an optimal learning experience

Previous distance learning courses have provided insights from students on how to improve the learning experience and optimize outcomes. Here are a few tips from previous students to encourage your success in this online course:

- Students kept up with the Schedule and assignment due dates.
- Students made sure they had access to a reliable internet connection.
- Students had access to at least one reliable device and a backup plan in case of a technological issue.
- Students have made plans to back up work. OSU provides free access to data storage through [Microsoft One Drive](#).
- Students reported that completing assigned readings before viewing lectures helped them to be prepared to follow along with lectures and participate in discussions.
- Students scheduled time to complete activities at a steady pace during the week. Keeping a schedule prevented a last minute rush and kept the workload manageable.
- Students approached the material by thinking about the connections between readings, lectures, and assignments.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**
 - [Carmen accessibility](#)
- **Carmen Zoom:**

- Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
- Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.
- [Carmen Zoom](#) help guide
- **Turnitin:**
 - Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the [Committee on Academic Misconduct \(COAM\)](#) and [Section A of OSU's Code of Student Conduct](#) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.
- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products [free of charge](#). To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

Other course policies

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. **Photos and screenshots of quiz and exam questions are prohibited and in violation of copyright.**

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Melissa Mayhan, at titleix@osu.edu

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445)

COVID-19 and Illness Policies

COVID-19 Accommodations. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Food Security (<https://www.buckeyefoodalliance.org/>, 614-688-2508). The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours.

COVID-19 emergency financial assistance (<https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>) Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or child care. Please visit the website for more information.

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Course schedule (tentative)

<u>Week</u>	<u>Dates</u>	<u>Topics</u>	<u>Reading or Media</u>	<u>Assignments</u>	<u>ELOs Research Question, Description and Key Concepts/ Theories</u>
<u>1</u>	<u>1/10-1/14</u>	<u>Introduction and Welcome (Begin Unit 1)</u>	<u>Syllabus</u> <u>Ch 1: Pgs. 2-41</u> <u>Welcome- :38</u> <u>Lecture 1.1-12:26</u> <u>Lecture 1.2- 20:45</u> <u>Lecture 1.3- 18.31</u>	<u>Syllabus Quiz (1/14)</u>	<u>General Education (GE) ELO 1.1</u> <u>What is Integrated Marketing Communication?</u> <u>This week will center around becoming acquainted with the course and the basic concept of Integrated Marketing Communication, laying the foundation for the semester.</u> <u>The 4 Ps, IMC, branding</u>
<u>2</u>	<u>1/15-1/21</u>	<u>IMC/ Branding, Positioning and Target Marketing</u>	<u>Ch2: Pgs. 42-67</u> <u>Lecture 2.1-30:13</u> <u>Lecture 2.2- 31:40</u>	<u>Quiz and Branding Discussion (Quiz and initial post 1/21; Responses 1/24)</u>	<u>GE ELO 1.1</u> <u>Lived Environments-specific (LE) ELO 2.2</u> <u>How do IMC professionals determine who to market to and what will appeal to that audience?</u> <u>The building blocks to creating a brand and how to determine who the target market should be will be studied.</u> <u>Target marketing, brands- equity, positioning, cues/elements, promotional strategies</u>
<u>3</u>	<u>1/22-1/28</u>	<u>Persuasion Industries/ SWOT Analysis</u>	<u>Ch 3: Pgs. 68-109</u> <u>Film: "The Persuaders" 55:00</u> <u>SWOT Assignment- 10:03</u>	<u>Quiz and The Persuaders Discussion (Quiz and initial post 1/28; Responses 1/31)</u>	<u>GE ELO 1.1</u> <u>LE ELO 1.2</u> <u>What types of jobs use IMC?</u> <u>We will watch the documentary "The Persuaders" to preview the types of jobs available in IMC and how they use the principles we have learned thus far.</u> <u>In-house advertising vs. agency, SWOT</u>

4	1/29-2/4	<u>Research and Evaluation</u>	<u>Ch 18: Pgs. 592-629</u> <u>Lecture 4.1- 16:45</u> <u>Lecture 4.2- 14:36</u> <u>Lecture 4.3- 20:07</u> <u>Supplemental commercial examples on Carmen</u>	<u>SWOT Analysis Paper (2/3)</u>	<u>GE ELO 1.1, 1.2</u> <u>How do we know if our efforts are working?</u> <u>IMC professionals test their efforts at every step in the process. This week, we will look at how and why they test at different steps.</u> <u>Qualitative research, quantitative research</u>
5	2/5-2/11	<u>Social Ethical Economic Aspects</u>	<u>Ch 20, 21: Pgs. 666-741</u> <u>Film: "Consuming Kids"- 1:06:05</u> <u>Lecture 5.1- 17:37</u> <u>Lecture 5.2- 19:04</u> <u>Supplemental materials from The Daily Show (4:03)</u> <u>AdAge article</u> <u>AdAge blog</u>	<u>Quiz and "Consuming Kids" Discussion</u> <u>(Quiz and initial post 2/11; Responses 2/14)</u>	<u>LE ELO 1.1</u> <u>What ethical considerations do we need to make when using IMC?</u> <u>This week we will explore some past and current ethical issues for IMC professionals, including stereotyping, sexism, and marketing to children. The film Consuming Kids provides a view into what happens when marketing becomes a part of the childhood experience.</u> <u>Double transaction, promotion power, stereotypes in advertising, deregulating children's advertising</u>
6	2/12-2/18	<u>Exam Review / Exam 1 (End Unit 1)</u>	<u>Exam Review Study Guide</u> <u>Live exam review 2/12 5:00 p.m. EST</u>	<u>Exam 1 (2/17)</u>	<u>GE ELO 1.2, 2.1</u> <u>What have we learned so far?</u> <u>This week we will have an optional live exam review session and the exam on Carmen.</u>
7	2/19-2/25	<u>Consumer Decision Making/ Communication Processes (Begin Unit 2)</u>	<u>Ch 4, 5: Pgs. 110-173</u> <u>Film: "Hacking Your Mind" 55:56</u> <u>Lecture 7.1- 13:54</u> <u>Lecture 7.2- 26:17</u> <u>Lecture 7.3- 26:47</u> <u>Selective Attention Video- 1:22</u>	<u>Quiz and "Mind Hacking" Discussion</u> <u>(Quiz and initial post 2/25; Responses 2/28)</u> <u>Unit Reflection 1 (2/25)</u>	<u>GE ELO 1.2, 2.2</u> <u>LE ELO 2.1</u> <u>Why do we buy?</u> <u>We are going to walk through the cognitive processes that consumers go through when deciding when or what to purchase. We will also look at how persuaders use our data to "hack" our decision making processes.</u> <u>Parallel consumer processes, cognitive dissonance, multi-attribute attitude model, Online model, Operant conditioning, Classical conditioning</u>

8	2/26-3/4	Audience Behavior	Ch 4, 5: Pgs. 110-173 Lecture 8.1- 19:57 Lecture 8.2- 9:52 Lecture 8.3- 26:32	Quiz and Stereotyping Discussion (Quiz and initial post 3/4; Responses 3/7)	GE ELO 1.2 What is going on in our heads? This week we will look at what audiences think about when they see a persuasive message. We will look at how, when, and why audiences pay attention to an IMC message. Encoding, the Semiotic perspective, AIDA mode, Hierarchy of effects model, Innovation adoption model, Information processing model, Learning model, Affinity model, Rational model, Grudging acceptance model, Dissonance model, elaboration Likelihood model
9	3/5-3/11	Source/ Channel Message	Ad Strategy Memo Assignment Ch 6: Pgs. 174-211 Week 9.1- 22:21 Week 9.2- 26:43	Quiz and Discussion (Quiz and initial post 3/11; Responses 3/21)	GE ELO 2.1 What makes messages appealing? Have you ever purchased something because of a celebrity endorser or an expert opinion? This week, we will look at how sources like celebrities or experts are used to persuade. We will also look at how IMC professionals decide where to place these messages. Direct source, indirect source, source attributes, message structure, message appeals
	3/12-3/18				Spring Break
10	3/19-3/25	Creative Message Design	Ad Strategy Memo Assignment Ch 8,9: Pgs. 254-323 Lecture 10.1- 23:12 Video example links for each concept on Carmen	Ad Strategy Memo (4/25)	GE ELO 2.1 How do we make people listen? IMC professionals spend a lot of time (and money) on branding, but it won't work if the audience isn't listening. We will look at how to craft the best possible message to gain audience attention. Major selling idea, Unique selling proposition, Message strategy, Rational appeals, Emotional appeals
11	3/26-4/1	Exam Review/ Exam 2 (End Unit 2)	Exam Review Study Guide	Exam 2 (3/31)	GE ELO 1.2, 2.1 What have you learned? (Part 2)

			<u>Live exam review 3/27 5 p.m. EST</u>		<u>The exam week will follow the same format as Exam 1. It is non-cumulative.</u>
<u>12</u>	<u>4/2-4/8</u>	<u>Product Placement/ Branded Entertainment (Begin Unit 3)</u>	<u>Davtyan & Cunningham(2017) An investigation of brand placement effects on brand attitudes and purchase intentions: Brand placements versus TV commercials. <i>Journal of Business Research</i> (70) pgs. 160-167</u> <u>Film: "The Greatest Movie Ever Sold" 1:30:00</u>	<u>Quiz and The Greatest Movie Ever Sold Discussion (Quiz and initial post 4/8; Responses 4/11)</u> <u>Unit 2 Reflection (4/8)</u>	<u>GE ELO 2.2</u> <u>Why is there marketing in my movie?</u> <u>Many of us have watched a movie or tv show that also seems to double as a commercial for a brand. Our lecture and film for this week look at how professionals work with the entertainment industry to place familiar brands in your shows, movies, and video games.</u> <u>Product placement, branded entertainment</u>
<u>13</u>	<u>4/9-4/15</u>	<u>PR and Corporate Advertising/ Digital Marketing</u>	<u>PRSA What is PR?</u> <u>Forbes What are PR Agencies?</u> <u>J&J PR Case Study</u> <u>Film: "The PR Function" -20:00</u> <u>Lecture 13.1- 44:38</u>	<u>Quiz and Future of PR Discussion (Quiz and initial post 4/15; Responses 4/18)</u>	<u>LE ELO 2.3</u> <u>How is PR different from other aspects of IMC?</u> <u>The film The PR Function provides a view of the public relations aspect of IMC and the roles of PR professionals. We will continue with discussion of PR roles and the importance of PR to the overall brand.</u> <u>Definition of PR, Employee relations, Media relations, Government relations, Community relations, Consumer relations, Traditional Public Relations model, Dynamic Public Relations model</u>
<u>14</u>	<u>4/16-4/22</u>	<u>Social Media Marketing and Media Planning</u>	<u>Ch 15: Pgs. 478-513</u> <u>Film: "Generation Like" 53:00</u> <u>Lecture 14.1- 42:06</u> <u>Lecture 14.2- 41:37</u>	<u>Quiz and Social Media Discussion (Quiz and initial post 4/22; Responses due final day of classes 4/24)</u>	<u>LE ELO 1.2</u> <u>How is social media marketing different than traditional methods?</u> <u>Social media has been more than a format change. We will look at how to use IMC when the target audience is now a potential marketer. We will also look at where and when to use more traditional methods over or in-conjunction with social media.</u>

					<u>Interruption-Disruption model, consumer motives, viral marketing, electronic word of mouth, social capital, Brand development index, Category development index, continuity, flighting, pulsing, reach, frequency, clutter, ratings, share</u>
<u>Week 16/ Finals</u>	<u>4/24-5/2</u>	<u>Unit 3 Reflection</u> <u>Final Exam</u> <u>opens 4/27 at 12 a.m. and closes 4/28 at 11:59 p.m.</u> <u>(End Unit 3)</u>		<u>Unit 3 Reflection (4/24)</u>	<u>GE ELO 1.2, 2.1, 2.2</u> <u>Is this the end?</u> <u>Unfortunately, yes. You did it! Tell me about your experience and what you have learned in the reflection. Demonstrate this knowledge on our final exam.</u>

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June 22, 2022

MEMO

TO: College of Arts and Sciences Curriculum Committee

FROM: Susan Kline, Undergraduate Program Committee Chair, School of Communication

RE: COMM 2331 GE Theme Submission

Regarding the availability of this course for the OSU regional campuses, it is our understanding that the offering of this course by non-tenure-track faculty on the Ohio State regional campuses requires the approval of the home department.

The School of Communication would request that any regional campus wishing to offer this course first send their proposed course syllabus to the School Director for their review and comments prior to offering the class.

Sincerely,

Dr. Susan Kline
Associate Professor
Undergraduate Program Committee Chair
School of Communication

??Most applications are in Times New Roman 12 pt. font--- do they indicate otherwise?

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. ??? Some panel members don't like colors; I don't know what the practice is here.

In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

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Strategic Communication Principles explores the theme, Lived Environments in the context of how Integrated Marketing Communication (IMC) influences individuals' cognitions and behaviors related to brands and organizations in our society. Consumers once faced with occasional marketing message have now entered into an immersive marketing environment. Proliferation of channels have rendered marketing messages ubiquitous and consumers have now become willing participants with the increased popularity of social media. This course sets out to explore these interactions within the complex immersive marketing environments. IF THIS IS THE NAME OF THE LIVED ENVIRONMENT, THEN YOU CAN INCLUDE THIS NAME AND POINT IN THE SYLLABUS.

COMM 2331 is currently a GE course under Arts and Sciences General Education category, Social Science Individuals and Groups. It is divided into three units. WHAT ARE THE INTELLECTUAL QUESTIONS ANSWERED IN EACH MAIN UNIT? Each unit includes at least two learning quizzes, two discussions, one exam, and one reflection. The first two sections are longer, as they provide more include more information about to expose students to the materials. These sections will each include a writing assignment. Unit 3 offers a short optional writing assignment for extra credit.

Students will read *Advertising and Promotion: An Integrated Marketing Communications Perspective* and view documentaries that highlight historical and current Integrated Marketing Communication IMC practices. What is IMC? Don't assume that we understand the term. Weekly lectures break down the concepts and provide current examples relevant to students. Examples are regularly updated and supplemented to engage students in study and discussion of new and ongoing marketing IMC efforts from relevant organizations-relevant to today's society. ??

Weekly discussions encourage students to engage in critical thinking—this is for a different ELO. The ELO here is about in depth analysis regarding the course materials THIS SENTENCE DOESN'T MAKE SENSE...? and to connect?? to other students' preferences and habits in response not clear here to IMC principles. In addition to recognizing their own lived what??? Please think of the environment focused on in this course environments, students can recognize the lived environments of their peers in relation to their experiences with marketing, advertising, and public relations not clear what is meant here. Given the diverse population of our students, a range of international and intercultural perspectives are represented and provide students with a world view of the impact of IMC. What is one brief example? Examples from around the world promote inclusivity and demonstrate the pervasive nature of IMC across the globe.

The writing assignments practice common types of Strategic Communication writing while also asking students to demonstrate knowledge and practice of course concepts. Aiding the approach to connect to real world examples, exams focus on applied questions that demonstrate comprehension of the topic.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students are engaged in critical and logical thinking in this course using discussion, exams, and writing assignments.

The course goals best connected to this ELO would be:

1. Understand the principles and practice of integrated marketing communication, target marketing, and branding.
5. Demonstrate the necessary writing skills to communicate as a strategic communications professional.

One ~~example of an~~ assignment that encourages critical thinking is the SWOT Analysis assignment. The SWOT Analysis is a common strategic communication assessment that evaluates ~~ing~~ the current strengths, weaknesses, threats and opportunities for an organization. Organizations are changed each semester to fit current don't know what is meant here by lived environment--- do you mean marketing? lived environments. (For instance, during ~~a~~ the wake of COVID-19 students analyzed food delivery organizations and home entertainment businesses).

Identifying and describing each category like strengths or threats shows the interaction of the brand with the current social and economic environment. Students engage in critical and logical thinking by first identifying these elements and then synthesizing these elements in an analysis of the brand. Elements identified as strengths should outmatch the threats and the opportunities should address currently identified weaknesses.

Successful completion of this goal will be measured with an average score of 80% on the SWOT Analysis assignment. This score indicates that students can identify and describe most of the strengths, weaknesses, opportunities, and threats, as well as provide a logical analysis.

Students are also engaged in critical and logical thinking of these topics on the exams. Please DESCRIBE A SPECIFIC Exam question. Exam questions ask students to recognize the concepts in a real world application. Each exam will also have 3-4 short essay questions requiring students to demonstrate critical thinking on the unit topics. Briefly describe a specific question that requires students to demonstrate critical thinking.

By the way, Critical Thinking is a specific type of thinking. How are you employing the concept?

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

In-depth, scholarly exploration in this course is achieved through the study of models and theories of IMC and how they relate to the lived environments of the modern consumer.

The course goal best fitting this ELO would be:

2. Recognize theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts.

One example of scholarly exploration is in Unit 2 of the course. Students learn about persuasion and cognitive models used in the consumer decision-making process, such as -the Elaboration Likelihood Model, Knowledge, Attitude and Behavior Models (*whose specific model?*), and the Multi-Attribute Model (*whose specific model?*). Recent brand examples are provided to help students understand the structure of each -model, and why each would be useful for marketers to understand as they create brand-related messages.

This ELO will be measured in [questions on the exams](#). ~~For instance, aAn essay question on Exam 2 will provides a scenario of a company's -creating an advertising campaign for a specific product. Students are will be asked to provide specific examples of cues that the campaign could use encourage central and peripheral processing using the Elaboration Likelihood Model.~~

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students identify, describe, and synthesize approaches and experiences applied to AGAIN, PLEASE USE THE NAME OF THE LIVED ENVIRONMENT THAT IS TAUGHT IN 2331 lived environments in this course through discussions, exam short essay questions, and writing assignments.

The course goals that best meet this ELO would be:

2. Interrelate theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts.
5. Demonstrate analytical and writing skills commonly employed in strategic communication industries.

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One example of how students synthesize approaches in marketing consumer environments: is the to learn study of message processing and structure -and then taking on the role of an IMC professional to analyze these elements in the Ad Memo assignment.

In Week 8 of the course, students explore the concept of encoding and how human beings make sense of the commercial messages they encounter. Students are introduced to traditional response models (AIDA, Hierarchy of effects, Innovation adoption, and Information processing models) and then a set of alternative response models that focus on Knowledge, Attitudes, and Behaviors (Learning, Affinity, Rational, Grudging acceptance, and the Dissonance models). These models apply to different situations within everyday consumer environments and examples are provided for each through lecture. Students are provided with pdf copies of lecture slides to follow along, take notes, and review. Also introduced is the Elaboration Likelihood Model, which posits that we need both ability and motivation to process a message. Examples are provided through advertisements to show how a consumer viewing this message who has both motivation and ability may process this information carefully through the central processing route. Alternatively, students are shown how many advertisements don't provide the motivation or ability for audiences to think deeply about products, leading consumers to process the advertisements through the peripheral processing route. These ads attempt to elicit a feeling and may lack strong arguments. For example, an ad with a celebrity photo, the product, and a brand logo doesn't provide the same motivation or ability to centrally process as an ad with the product and text explaining how the product is superior to others.

In Week 9 students learn the three main elements of message structure (Source, Message, Channel) that aid the processing learned in the previous week. Students learn how, why and when to use sources such as celebrities or experts for advertising. Students also learn when to use primacy vs. recency, firm vs. open conclusions, one vs. two-sided messages and how to combine these for maximum impact. Students also learn about use of devices such as humor and fear in advertising.

In the Ad Memo assignment, students take on the role of an IMC professional who is asked to analyze a competitor's advertising campaign. A commercial (or series of commercials when available) currently playing as a part of a brand's national ad campaign is provided for this analysis. This assignment comes at the end of Unit 2, after the Week 8 and 9 studies. Students are asked to identify different structural elements of the campaign learned in Week 9 and describe why they believe these elements were selected in light of the brand's current reputation and target audience. This assignment involves researching the provided brand, understanding their brand position in a cultural context, and evaluating why the current choices in their advertising reflect this position. Students are also asked to identify the approach taken and

determine how they believe the structural elements of the advertisement could be processed and perceived by the target audience.

Students successfully completing this assignment will have synthesized how message sources, structure, and channel influence cognitive processing of the advertisement. These elements also connect back to earlier ideas from Unit 1 of brand identity, brand positioning, and elements such as consistency to communicate the brand to the consumer.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

This course encourages students to develop a sense of self through three reflection points during the course. Each point asks students to self-assess their recent learning experiences. The second and third reflections ask students to refer back to prior learning experiences in the class to see where new learning strategies could be utilized or strategies that are working are continued.

The course goal best meeting this ELO would be:

6. Examine learning experiences using a metacognitive approach to improve learning processes.

This course is split into three units. Each unit consists of discussions, learning quizzes, a writing exercise (1 and 2 for credit, 3 for extra credit) and an exam. At the end of each unit, students are led in a reflection exercise. The DEAL model (Ash & Clayton, 2009) ~~will~~ provide the framework for formative reflection. This model of reflection is used to guide students to Describe, Examine, and Articulate Learning in their reflections. This model was selected for its intent to encourage critical thinking in scholars unfamiliar with learning reflection. This assignment is developed as a part of an Instructional Redesign with the Drake Institute.

Students will be asked to answer each question presented in two to six sentences. The entire unit reflection should be between three to five pages double spaced. The Carmen page following the reflection will remind students of available resources at OSU (writing center, CCS, Student Advocacy) and a reminder of office hours information for the course.

At the end of Unit 1, students are asked about their lived experiences while completing the writing assignment and exam. They are asked to recognize some of their study habits that did or did not work for them and to identify one or two action items that they could either continue or implement to use to improve in the next Unit. Students are also asked to reflect on their perceptions of IMC coming into the course and their perceptions after Unit 1.

At the end of Unit 2, students are asked similar questions regarding their lived experiences with the writing assignment and exam. They are then asked if they implemented their action items

[from the Unit 1 reflection. If so, did they help? If not, why not and do you think they would have helped? Students are then asked for one to two action items they could use for Unit 3 to finish the course successfully.](#)

[The Unit 3 reflection will serve as a reflection for the course. Students will be able to view their first two reflections and track how they feel they have progressed as a scholar through the semester. They will be asked to identify approaches that worked for them and how this could be applied in other courses and approaches that did not work for them that can be discontinued. Students will also be asked about their comprehension of general IMC principles and how that has progressed as the semester comes to a close. This reflection will be two to four pages and summative in nature.](#)

[Students successfully completing the reflections will have responded to each portion of the prompt and provided their own experiences within the three to five \(1 and 2\) or two to four \(3\) pages.](#)

Specific Expectations of Courses in Lived Environments

GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.

ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

IMC relies upon humans interacting with consumer environments. This may be watching an advertisement on television and later purchasing the item, seeing a public service announcement in a magazine, and engaging in the prescribed activity, or even taking part in an event sponsored by a brand as a public relations campaign. Many of these interactions have complex and uncertain ethical considerations.

In Week 5 of the course, students are encouraged to explore some of the ethical concerns with vulnerable humans and how they are portrayed or interacted with in the lived environment through IMC.

The course goals that best apply to this ELO are:

[2. Interrelate theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts.](#)

[4. Analyze the social and ethical dimensions of strategic communication to vulnerable populations \(e.g. women, ethnic and racial minorities, children\).](#)

Week 5 of the course introduces ethical considerations of using IMC. The textbook reading and lecture cover the harm of stereotyping and sexualization in advertising and the complexity of the social changes within our societal environment. Students are [assigned to review a blog from AdAge](#) that tracks “brands’ responses to racial injustice” to see real-time updates in brand commitments to diversity [and a clip from The Daily Show that responds to a Heineken ad attempting to break down prejudices.](#)

Students also watch the documentary “Consuming Kids” which explores children and the complex interactions of children with advertising, including stereotyping. Within the lecture, students are shown examples of current marketing integration of movie and television characters with toy and food companies and recent studies of their potential impact on children’s eating, belief systems, and long-term purchasing habits.

The discussion for that week is intended to provoke further thought on the film’s themes and the ethical implications for IMC professionals. Students are asked to identify marketing that they see tailored to children. Students are also asked to reflect on ways that they responded to marketing as children and the result of this influence. Students then provide their thoughts on legal and ethical guidelines in the current environment and the responsibilities of government vs. IMC professionals vs. [parents](#) when marketing to children. [The discussion of children’s perceptions of advertising and stereotyping are brought back in Week 9 with the addition of theories that help students understand the intricacy of the relationship between attention, processing, and future perceptions.](#)

[Week 9 of the course introduces the theories related to consumer behavior and decision making. These theories are dynamic, introducing how the human interacts with the immersive marketing environment. The Elaboration Likelihood Model is one theory introduced. It helps students to see what could cause deep critical thinking that could lead to a long lasting attitude change and potential purchasing behavior or surface thoughts that lead to little change and a low likelihood of purchasing behavior. This is a complex continuum, dependent upon the human’s current interaction with the environment.](#)

[The discussion for Week 9 shows a long-form advertisement for a feminine hygiene brand asking children and young adults what it means to perform actions “like a girl” and demonstrate. The children equated completing an action like a girl with strength and athleticism, whereas the adults made the motions demurely or even comically. Participants then discussed these differences and how to subvert these norms that seem to arise in adolescence. Students are asked to evaluate this advertisement using the Elaboration Likelihood Model. They are also asked why they believe the advertisers chose this format to address this stereotype in this manner. Students successful in this assignment are able to make complicated connections to the route of processing, the intended audience, and the nature of the stereotypes surrounding femininity in the modern society.](#)

[This ELO is presented on the exam as multiple choice questions with applied scenarios asking students which theory applies or consequences of marketing to children.](#)

Additionally, the SWOT Analysis assignment asks students to evaluate the complex relationship of the strengths and weaknesses, which are internal to an organization, and the opportunities and threats external to an organization. Interacting with customers and other outside entities could alter evaluations of any one of these categories. For example Wendy's is known for its funny interactions with customers on Twitter and that would be a strength. Other brands have similarly tried to be witty on social media, leading to a misstep that harms the brand.

ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The course goal that best connects to this ELO is: 2. Recognize theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts.

Students track the impact of SPELL OUT TO HELP MOST WHO DON'T KNOW WHAT IMC IS IMC-related human interactions and the impact they have on IMC in relation to society as a whole. Students track the progress from human connections to legacy media such as television utilizing celebrity endorsers to the transformation created by social media that allows anyone to become an “endorser” of a brand.

Discussions in Weeks 3 (The Persuaders), 7 (Mind Hacking), 8 (Stereotyping/ Viral Marketing), 9 (Recent Marketing and Structure of Ads), Week 12 (Product Placement), and Week 14 (Social Media Marketing) track some of the transformation IMC has encountered through changes in technology and society. Each of these topics came about in an attempt to solve a problem created by the environment or as a response to technological changes in the environment. For example, product placement in television and movies became popular as a response to viewers fast forwarding through traditional commercials and storytellers wanting to use commonly known brands in their films to make the world more relatable to viewers. Good product placement makes the brand a part of the environment, while also enticing viewers to purchase the product to be like the characters on screen. The most evident examples of transformation across time and space are examined in the Weeks 3 and 14 discussions of a pair of complementary documentaries.

Students view the Frontline documentary “The Persuaders” in Unit 1 of the course. This documentary follows professionals in persuasion industries utilizing IMC in their work. In Unit 3, students view the follow up documentary “Generation Like” where the same filmmakers explore how social media has changed these same persuasion industries. Students are asked in the Week 14 discussion to analyze the changes that occurred in society between the two films, including the founding of social media, that changed the way we experience marketing and the influence of IMC on everyday life. Students are then asked to further analyze the connection between marketing and society that may be attributed to the proliferation of social media platforms and technological advancement from “Generation Like” until now. The modalities

humans use for interaction became a part of the lived environment with IMC now integrated to the everyday and every human experience.

This will be assessed on the Week 14 discussion. Successful students will have identified connections between marketing and society that can be attributed to technology, past and present. They would have also viewed and responded to the posts of at least two classmates, considering the similarities or differences between their views and responses.

In the final exam, students will be asked to answer the following short essay questions:

Track how IMC has changed through time from “The Persuaders” to “Generation Like.” Are there pieces of the marketing mix that we can see have remained the same or we can presume have remained the same? What are the major changes? (estimated 2-3 paragraphs)

GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.

The two writing assignments, the SWOT Analysis and the Ad Memo ask students to analyze the products of immersive marketing environments influenced by strategic communications. Most of the weekly discussions allow students to practice analysis of a perception, representation or discourse using concepts or theories learned that week. These weekly assignments help students build their conceptual knowledge and analytic skill leading up to the larger unit writing assignment.

ELO 2.1 Analyze how humans’ interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors. Please link this ELO to the course goals and topics and indicate *specific activities/ assignments through which it will be met. (50-700 words)*

One of the primary goals of IMC is to shape or influence human behavior through interactions. Students are introduced to the attempt to influence starting Week 1 with the introduction of what IMC is and how it works. This continues through Week 14/15 where students learn how to best place these interactions within strategic communication environments.

The course goal that best exemplifies this ELO is:

3. Understanding of how mediated communication channels such as mass media, public relations/publicity, advertising, digital and social media, and corporate are employed for strategic communication and promotion.

While students view the environment shaping attitudes, beliefs, values, and behaviors through the entire course, this is the primary focus to our study in Week 7. Prior to this week, students have learned the foundations of IMC, such as branding and identification of target markets, what persuasion industries are active in IMC, and some of the ethical considerations of strategic communication professionals.

Students are assigned Chapters 4 and 5 of the textbook that focus on consumer behaviors. The readings and lectures explain cognitive processes [of the parallel consumer process model and use of cognitive dissonance within persuasion](#). Marketers utilize these models to craft advertisements and campaigns for maximum impact of the target audience. Students then view the PBS “Hacking Your Mind” episode, [Weapons of Influence](#), which explains how data is used in persuasive industries. [Identification of target markets is discussed in the first two weeks of the course](#). This [film shows students how](#) data helps marketers create consumer profiles to better target consumer audiences. The discussion prompt for the week ties in reading, viewing, and evaluation of personal choices in the environment. Students consider if heuristics, algorithms, and other persuasive devices have shaped their own attitudes, beliefs, values, and behaviors. Discussion is an initial post with responses to at least two group members. Responses allow students to read and consider viewpoints that may differ from their own.

This assignment will be [assessed through](#) the Week 7 discussion. [Successful completion of this assignment](#) indicates that students have considered the impacts of IMC on their own recent attitudes and behaviors. They would have also viewed and responded to the posts of at least two classmates, considering the similarities or differences between their experiences, views, and responses.

[An example of how this will be assessed on an exam would be questions from Exam Two that asks students to identify what ads based upon a certain model are aiming to achieve. GREATER SPECIFICITY COULD BE SUPPLIED HERE...](#)

ELO 2.2 Describe how humans perceive and represent the environments with which they interact.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

In an [immersive marketing environment](#) where certain [brand logos are widely recognized and even coveted](#), and advertising is everywhere, humans use IMC to perceive and represent the environment with which they interact. [This ELO can be measured in multiple places, including discussion and exam questions.](#)

The course goals meeting this ELO best would be:

1. Understand the principles and practice of integrated marketing communications, target marketing, and branding.
2. [Interrelate](#) theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts.

Lessons for the first two weeks include reading and lectures outlining the principles of IMC, such as [market segmenting and brand cues](#). [Students are shown how marketers segment the](#)

population using both psychographic, or values and lifestyles, and demographics. Marketers use this information to determine target markets that would be most interested in the brand. At that point, the brand cues are developed to appeal to the values, lifestyle, and demographics of the target market.

Students are shown examples of brand cues including colors, symbols, fonts and scents for brands commonly found in the United States. These cues together create brand identity, which creates the way humans perceive the brand and with in-store or digital experiences. Students are integrating how market segmenting helps to determine those brand cues. These brand cues and identity are then created to appeal to this target audience.

In the Week 2 discussion, students are asked to identify a brand they regularly interact with in some form. They are then asked to break down the brand's identity, cues, and what they believe is the market segment for their chosen brand. This creates awareness of how students are immersed in IMC principles through everyday items and brand experiences within consumer environments.

This ELO would be assessed on the Week 2 discussion. Students successfully completing this assignment will have identified a brand, made personal connections to the material and described some cues and the market segment. This would also indicate that students viewed and responded to the posts of two classmates, viewing brands and cues from at least two other perspectives.

Additionally- An exam item that would measure knowledge within this ELO would provide students with a scenario of a violation of one of the brand elements. Students would be provided with choices and asked which choice does not fit with the other brand elements in place.

ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

The course goals best matching this ELO would be:

3. Differentiate how mediated communication channels such as mass media, public relations/publicity, advertising, digital and social media, and corporate advertising are employed for strategic communication and promotion.

4. Analyze the social and ethical dimensions of strategic communication to vulnerable populations (e.g. women, ethnic and racial minorities, children).

In week 13 students hear from a former Public Relations professional and learn about how PR differs from advertising and the other elements of IMC discussed up to that point. Students learn how elements of PR that may be perceived unfavorably, such as lobbying, can be a positive to the organization and society.

Linking back, in Week 7 students learned about the use of data and algorithms in marketing and advertising. Use of personal data and technology has become ubiquitous in modern society. Public Relations has traditionally relied on relationship building and interpersonal communication. However, the same approaches used for marketing and advertising are creeping into Public Relations and artificial intelligence is replacing some interpersonal communication.

An article by PR News Online proposes that Public Relations is becoming Intelligent Relations through use of data and artificial intelligence. The author states, "The evolution of PR into Intelligent Relations not only creates products and services. It unleashes creativity in communication, thus revealing new dynamics." The author also refers to "neo-Luddites who fear algorithms." The general tone of the article reflects the belief system that use of these practices is an inevitable step forward for the industry. In the Week 13 discussion, students are asked to critique this article and the ideas from two perspectives, as an IMC professional and as a private citizen.

Students successfully completing this assignment demonstrate that they have considered the potential for data and AI to impact Public Relations from both a professional and personal perspective. They would have also viewed and responded to the posts of at least two classmates and considered the similarities or differences between their experiences, views, and responses.

Additionally, students critique current advertisements and the underlying concepts within the Ad Memo assignment. This assignment requires students to utilize consumer decision making and processing theories to explain how the advertisers are attempting to influence the target market. Students use the theoretical concepts to attempt to explain and critique the use of devices in the advertising discourse. Students successful in this assignment will have moved beyond identification and applied the theory to provide an argument for the appeal, or lack of appeal, to the target audience.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		Basic
Research Methods			
3160(H), 3163, 3165		Intermediate	Advanced
Core Requirements			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media & Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis & Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
Focus Area Electives			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3414	Intermediate	Intermediate	Intermediate
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Focus Area Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (6 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate	Intermediate	
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

Comm Analysis & Practice

N/A as CAP has elective clusters (see below)

Special Topic Electives*Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

New Media & Comm Tech

(9 cr. from one track)

Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

Goal 1: Comm Principles**Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

Comm Analysis & Practice

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3414	Intermediate	Intermediate	Intermediate
3415	Basic	Intermediate	Intermediate
3450	Intermediate	Basic	Basic
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
3800	Intermediate	Advanced	Advanced
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced