

200086 Marketing Communications

School of Business | Learning guide

Autumn 2012

HOW TO USE THIS LEARNING GUIDE

ICON KEY

	Activity
	Checklist
	Deadline
	Handout
	Hint
	Important information
	Online activity
	Reading
	Toolkit
	Warning

This learning guide supplements the unit outline and is designed to help you navigate through the unit. It will help you focus on what you need to do for classes and the various assessment tasks. You should consult the relevant section of the learning guide as you plan your study – it will highlight the main things that you should be getting out of the resources available and provide guidance on teaching activities and class preparation.

The learning guide also offers some study tips to assist you in developing the skills and techniques of an effective learner at university level. In addition to acquiring information and skills relevant to this unit, you should also focus on developing the habits and tools of a successful university student. As an adult learner you need to take control of your own learning and ensure your own success. This learning guide is specifically designed to help you achieve this.

A standard set of icons is used throughout the learning guide to make navigation easier. Use the icons to quickly identify important information, things you need to do and hints for doing them.

STAFF

Unit Coordinator

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Point of first contact

Your designated lecturer or tutor should be contacted either face-to-face or by email. It is your responsibility to obtain the appropriate contact details of your lecturer and tutor.

Teaching team

Information about the teaching team for this unit will be provided during the lecture session in Week 1.

CONSULTATION ARRANGEMENTS

Parramatta campus (day)

Tuesday, 1.00-2.00pm by appointment (ED.G.67)

Wednesday, 11.00am-1.00pm by appointment (ED.G.67)

Please ensure that you email the unit coordinator to secure a consultation appointment during the above hours or make other arrangements at a mutually convenient time.

Other campuses

For consultation, the designated lecturer/tutor should be contacted by email.

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About Marketing Communications

An introduction to this unit

Marketing Communications is an exciting and evolving unit that deals with understanding how brands manage their marketing communication strategy/s in today's media integrated, audience-empowered and increasingly noisy marketplace.

From a brand's perspective, developing and managing an effective Integrated Marketing Communications (IMC) program is a critical strategic component of a successful marketing plan. Moreover, IMC is a highly visible and demanding aspect of marketing communication effort at brand level.

This unit, grounded in marketing principles, provides students with an understanding of coordinating major elements of the communication mix – advertising, sales promotions, personal selling, sponsorship marketing, public relations, direct marketing, and point of purchase material.

Textbook

Chitty, W, Barker, N, Valos, M & Shimp, TA 2012, *Integrated marketing communications*, 3rd Asia Pacific edn, Cengage Learning Australia.

Approach to teaching

The unit, Marketing Communications, is delivered using a two-hour lecture and a one-hour tutorial per week.

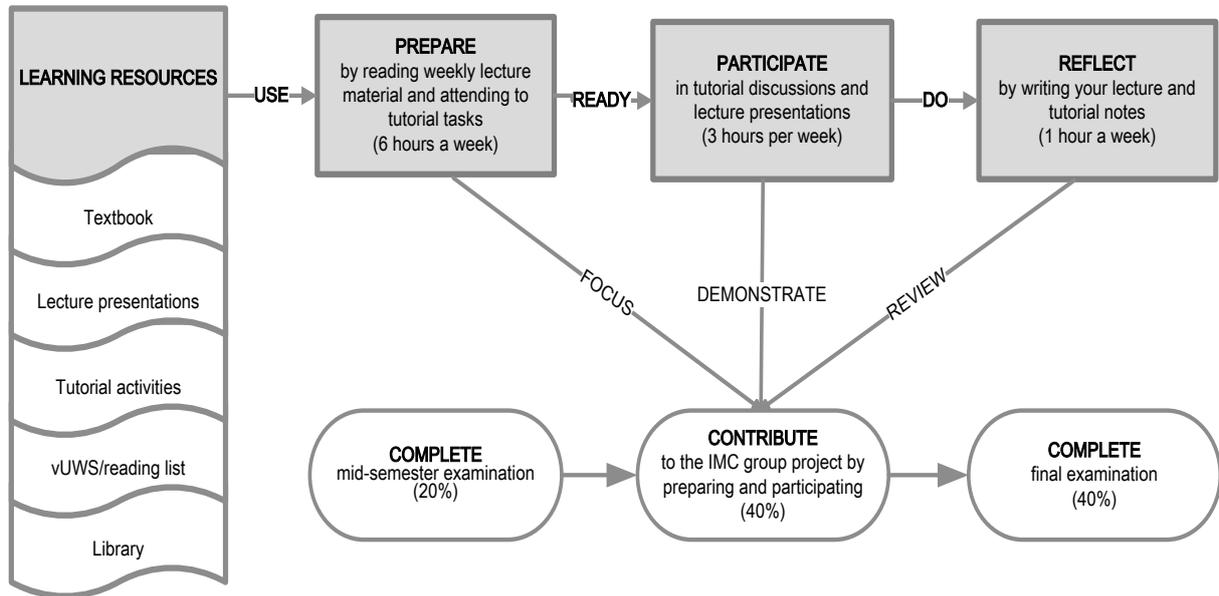
A variety of presentation methods, including interactive lectures, workshops, exhibits evaluation, case studies evaluation and discussion of related questions, debates/class discussions, analysis of a leading IMC journal article, and role-plays/theatrical performances will be incorporated into the unit at various learning sessions.

Throughout the semester we will pose a number of challenges, problems and opportunities facing marketing communicators. Your engagement with such issues and the success of the unit relies heavily on all participants being fully prepared prior to attending every lecture and tutorial session. This unit emphasises:

- A collaborative approach to learning.
- Action-based learning.
- The contemporary concerns of business and industry.

The diagram on the following page provides a summary of the resources, learning activities and assessment in this unit.

Overview of resources, assessments and learning outcomes in this unit



Assessment details

Learning outcomes

Marketing Communications is a second year core unit making up the “Unit Set Structure” of the Key Program of Marketing, within the Bachelor of Business and Commerce degree. The unit advances prior learning gained through Marketing Principles and Consumer Behaviour by introducing IMC as a strategic and tactical communication tool underpinning a brand’s communication campaign effort in a dynamic, social, mobile, digital and brand/consumer negotiated marketplace. Learning outcomes for this unit are outlined below.

1.	Demonstrate the development and application of communication creativity within an IMC framework.
2.	Analyse and plan appropriate communication mix elements within a specific IMC strategy, IMC budget, and in a defined Australian market place.
3.	Identify the theoretical foundations of IMC and the range of communication tools available in brand communication.
4.	Illustrate through the use of appropriate theories how various IMC tools are managed at brand-level.

Each of the assessment tasks has been designed to evaluate the extent to which you have achieved the learning outcomes.

Assessment summary

ASSESSMENT NUMBER	ASSESSMENT ITEM AND DUE DATE	LEARNING OUTCOMES	VALUE (/100)
1.	Mid-semester examination Due: Week 7 lecture session	3	20%
2.	Final examination Due: Formal examination period	3 and 4	40%
3.	IMC group project Due: Theatrical presentation (20%) to take place during tutorial sessions of Weeks 10-14; Business report (20%) to be submitted in the lecture session of Week 12	1 and 2	40%

 **Note:** Before you receive your results for each piece of assessment they may be moderated. Moderation is a process whereby the unit coordinator regulates the marking of individual markers to achieve consistency in the application of unit objectives, performance standards and marking criteria. Marks for an individual piece of assessment will not be changed after you have your results. You should note that, consistent with the Criteria and Standards Based Assessment policy, the final marks for the cohort may be also adjusted if marks are very high or low or there are inconsistencies between groups.

 **Note:** To pass this unit you must:

- Achieve a minimum total mark of 50 per cent.
- Achieve at least 50 per cent (i.e. 30 out of 60) in the combined aggregate for the Mid-semester examination and the Final examination.
- Participate in all assessments items as listed in the “Assessment summary”.

 **Warning:** Past experience has shown that students who struggle in this unit are those who neglect attending the lecture sessions and pay little attention to keeping up-to-date with textbook readings.

Assessment 1: Mid-semester examination (20%)

Overview

This is a two-hour examination, to be held during the lecture session of Week 7. It is a closed book examination based on 80 multiple-choice questions selected from the prescribed textbook covering chapters 1, 2, 3, 4, 5, 6, 7, and 8. All multiple choice questions are of equal value. Mid-semester examination results will be published on vUWS.

Details

Each week, you are required to prepare for your lecture and tutorial, participate in lecture and tutorial tasks and then to reflect on discussions and your learning experience (prepare, participate and reflect). This will form a major building block of knowledge towards successfully completing this assessment.

 **Prepare:** It is crucial that you complete the assigned chapter/s reading before you attend your lecture session. Also, you must complete all prescribed tutorial activities prior to attending your tutorial session. To assist you with your preparation, you will find detailed week-by-week lecture readings and tutorial activities on vUWS.

 **Participate:** Effective participation requires a high degree of involvement during lecture and tutorial sessions including regular attendance, on time arrival and preparedness. Bring questions to ask your tutor and the class. Your active participation by asking questions and suggesting alternative perspectives is important.

 **Reflect:** After each lecture and tutorial class you must reflect on your learning experience for the week. This will form an important part of your note taking. A reflective journal is designed to help you think deeply about your learning, especially on issues such as: your progress in learning, the difficulties you encountered in the process of learning, the strategies you have taken to get around those difficulties, and your evaluation of your own performance.

 **Toolkit:** Read the weekly designated chapter/s of your textbook. Download the week-by-week lecture PowerPoint slides and tutorial program from the vUWS site and use these to assist you with this assessment element.

Assessment 2: Final examination (40%)

Overview

The final examination is three-hour, closed-book examination, featuring essays and exhibits evaluation questions that will test student's knowledge about various marketing communications concepts, theories, models and their applications.

You are required to answer any four questions out of five questions; all questions may be sub-divided into two or more parts. The attempted four questions are of equal value i.e. 10 marks each.

All material covered in the textbook will be examinable – from Chapter 1 to Chapter 15 inclusive. Additional final exam information will be made available during the lecture session of Week 14.

Details

Each week, you are required to prepare for your lecture and tutorial, attend and participate in lecture and tutorial tasks and then to reflect on discussions and your learning experience (prepare, participate and reflect). This will form a major building block of knowledge towards successfully completing this assessment.



Prepare: It is crucial that you complete the assigned chapter/s reading before you attend your lecture session. Also, you must complete all prescribed tutorial activities prior to attending your tutorial session. To assist you with your preparation, you will find detailed week-by-week lecture readings and tutorial activities on vUWS.



Participate: Effective participation requires a high degree of involvement during lecture and tutorial sessions including regular attendance, on time arrival and preparedness. Bring questions to ask your tutor and the class. Your active participation by asking questions and suggesting alternative perspectives is important.



Reflect: After each lecture and tutorial class you must reflect on your learning experience for the week. This will form an important part of your note taking. A reflective journal is designed to help you think deeply about your learning, especially on issues such as: your progress in learning, the difficulties you encountered in the process of learning, the strategies you have taken to get around those difficulties, and your evaluation of your own performance.



Toolkit: Read the weekly designated chapter/s of your textbook. Download the week-by-week lecture PowerPoint slides and tutorial program from the vUWS site and use these to assist you with this assessment element.

Assessment 3: IMC group project (40%)

Overview

The IMC group project is made up of two parts:

Part 1 – Theatrical presentation	20%
Part 2 – Business report	20%

The IMC group assessment is a two-part group project with each part worth 20 per cent of the total assessment. It involves students working in tutorial-based, self select teams of 5-6 members. Not more than six students are allowed in each team, unless approved by your tutor.

The overall task

Plan and write, through various theoretical applications and creative practical considerations, a comprehensive integrated marketing communications (IMC) campaign for your chosen product (X), aimed at a clearly defined target audience, and launched within the next 3-6 months in Sydney.

The campaign briefs

Please read and adhere to all the written instructions, hints, and guidelines forming the two campaign briefs; one for the theatrical presentation and one for the business report. Both campaign briefs are published on vUWS.

Details: Part 1 – Theatrical presentation

Each team must write a script, produce and perform a 30-35 minute play based on their design of a new IMC campaign for an existing brand of consumer product. The group's chosen product must be available in the Australian market place. Furthermore, you must clearly identify who is the target audience of your IMC campaign. You must nominate only one (1) type of target audience – multiple target audiences are not allowed.

Drama and theatre is being incorporated into this unit's assessment because educational drama research and experience has revealed that drama can be an effective, enjoyable and memorable way of students' learning. This creative and theatrical approach to presenting an integrated marketing communications campaign is different from the typical simulated business presentation format many students would have experienced in other units.

 **Note:** Your road map for the IMC play needs to reflect both the IMC concept and the various steps in a brand-level marketing communication decisions and the desired outcomes. Please ensure that you follow “A model of the marketing communications decision-making process”, see Chapter one, Figure (1.4 – pages 9-15) of your textbook.

 **Note:** The play that your team writes will be performed during a designated tutorial week, see Schedule of Activities: Week 10 to Week 14, in the same venue used for your tutorial class. Changes to tutorial venues are not allowed. No electronic recording or photography of any part of the play is allowed by any class member without prior written consent from the tutor. The tutor may photograph various aspects of the play, to serve as an additional aid to the theatrical assessment process.

 **Note:** Further instructions and information to assist you with the theatrical presentation assessment task are available from vUWS. It is strongly recommended that you fully adhere to all the IMC group project instructions posted on vUWS.

Your Play's cast list, script, peer evaluation and a copy of your register of attendance need to be bound in one document and handed to your tutor on the scheduled day, prior to your presentation. Marks for the IMC project will not be uploaded on vUWS.

Marking criteria and standards: Part 1

The group's theatrical presentation and script will be assessed by your tutor using the following marking framework:

CRITERIA	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Creating your brand's IMC campaign story	A confusing story line, made up of a collection of fragmented IMC communication campaign dialogue.	Shows some effort in creating a simple story line with little IMC dialogue about the brand's planned communication campaign. Attention is needed to balance creativity with IMC learning.	Shows good creative effort in creating an engaging and creative story with appropriate IMC dialogue concerning your brand's planned communication campaign. Good balance between creativity and IMC learning.	Shows considerable effort in creating an engaging and creative story with a comprehensive IMC campaign coverage. Excellent balance between creativity and IMC learning.
	0	1	2	3
Staging design creativity	Bare stage with no appropriate staging material (props, lighting and audio) to support the acts.	Limited to either reliance on electronic projection, or minimal effort in creating appropriate staging material (props, lighting and audio) for some-all acts.	Moderate staging effort using various staging material (props, lighting and audio) in support of most-all acts, and with no electronic projection.	Extensive staging effort using various cleverly designed staging materials (props, lighting and audio) appropriate for every act and with no electronic projection.
	0	1	2	3
Costuming creativity	No costumes or inappropriate costumes that do not lend support to the roles played in most acts.	Little effort in creating appropriate costumes in some or all acts. Or some costumes worn by some actors in some-all acts.	Moderate effort by all actors in wearing appropriate costumes to support the storyline in most -all acts.	Extensive effort by all actors with imaginative and appropriate costumes to support the storyline in every act.
	0	1	2	3
Audience directed verbal communication effort	Entirely relying on reading from script and shows no other verbal engagement effort with the audience.	Some script reading with some other verbal effort towards the audience in some -all acts.	Little script reading and/or moderate effort in creating other verbal communication cues in most-all acts.	No script reading with considerable attention to using various clever and imaginative verbal communication efforts/cues in all acts.
	0	1	2	3
Audience directed visual communication effort	No visual communication effort to engage with the audience in support of the dialogue in most or all acts.	Little visual communication effort, to engage with the audience, in support of the dialogue in some-all acts.	Moderate visual communication effort, to engage with the audience, in support of the dialogue in most-all acts.	Extensive effort to engage with the audience through creative visual communication cues to support the dialogue in all acts.
	0	1	2	3
Application of IMC learning & theory during the play	Does not apply IMC learning & theory in the play. If applied, then it is either wrong, incomplete or dumped in the acts.	Applies little IMC learning & theory, both are briefly discussed in some-all acts. Campaign needs more application attention.	Applies moderate IMC learning & theory, both are correctly used to support most-all acts. Application is evident in most parts of campaign.	Applies extensive IMC learning & theory, both are correctly argued to support the execution of every act and the whole campaign.
	0	2	4	7
Time management	Play runs below 15 minutes	Play runs between 15-23 or over 41 minutes	Play runs between 24-29 or 36-40 minutes	Play runs between 30-35 minutes
	0	1	2	3
				Raw mark.....out of 25
				Theatrical presentation mark.....out of 20

Details: Part 2 – Business report

The business report is an extension of your theatrical presentation and it must be written for the same product (X) used in Part 1. The business report is a typed document, structured and formatted according to the “IMC Campaign Brief – Business Report” instructions posted on vUWS.

 **Note:** Again, the road map for your IMC business report must incorporate both the IMC concept and address all the various steps in a brand-level marketing communication decisions and the desired outcomes. To assist you with this, you need to follow “A model of the marketing communications decision-making process”, see Chapter one, Figure (1.4 – pages 9-15) of your textbook.

Your business report must not be a descriptive report for what your brand may have communicated in the past, or is currently undertaking as its marketing communication campaigns. Instead, you are required to design a completely new integrated marketing communications campaign, for a well-defined and clearly targeted Australian audience. Remember, you must communicate with only one (1) target audience – this must be the same audience used in your play. The play and the report must also deal with the same product (X), the same marketing communication objectives and related environmental issues. The only difference between the play and the business report is that they are delivered in two different media – on stage vs. a business report.

Your business report together with a signed assignment cover page, “Peer Assessment” forms, and your “Register of Attendance to Group Meetings” are to be bound in one document and handed to your lecturer at the start of the Week 12 lecture session, as noted in the Schedule of Activities in this learning guide.

 **Note:** Additional information and instructions concerning the Business report is available on vUWS. It is strongly recommended that you fully adhere to all the IMC group project instructions posted on vUWS.

Two peer evaluation forms need to be completed by each team member; one for the theatrical presentation and one for the business report. Marks for the IMC project will not be uploaded on vUWS.

Marking criteria and standards: Part 2

The group’s business report will be assessed by your tutor using the following marking framework.

CRITERIA	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Brand introduction in terms of its: current Australian market position, Australian marketing communications efforts, marketing objectives, competitors’ communication analysis, and industry trends.	Dumps information. Shows no evidence of critical evaluation of information relevant to the brand.	Shows some evidence of critical consideration of the relevance of information, but content may be poorly integrated with the brand and or theoretical domains.	Shows evidence of critical consideration of the relevance of information. Overall, information considered adequate to introduce the brand with moderate theoretical support.	Critically chooses information and clearly integrates it to reflect key marketing communications issues facing the brand. Effort is clearly supported by various theoretical understandings.
	0	3	6	10

CRITERIA	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Design 'fundamental decisions' using practical and theoretical frameworks	Dumps information. Poor coverage of fundamental decisions, or an apparent lack of consistency in thought, strategy or tactical implementations.	Some correct coverage of the (4) fundamental decisions or parts of them. Or material is focused on practical applications with limited theoretical considerations, or effort lacks consistency within this campaign.	Good coverage of all the (4) fundamental decisions with good use of theoretical frameworks integrated with sound practical considerations supporting all the (4) fundamental decisions.	Applies various theoretical frameworks clearly and consistently in support of all practical considerations covering every aspect of all the (4) fundamental decisions with clear linkages to the IMC concept.
	0	3	6	10
Formulates 'implementation decisions' using practical and theoretical frameworks	Dumps information. Poor coverage of implementation decisions, or an apparent lack of consistency in thought, strategy, or tactical implementations.	Some correct coverage of the (4) implementation decisions, or parts of them. Or material is focused on practical applications with limited theoretical considerations, or effort lacks consistency/linkages within this campaign.	Good coverage of all the (4) implementation decisions with good use of theoretical frameworks integrated with creative practical considerations supporting all the (4) implementation decisions.	Applies various theoretical frameworks clearly, extensively & consistently in support of various creative practical considerations covering every aspect of all the (4) implementation decisions with clear linkages to IMC the concept.
	0	3	6	10
Demonstrate impact on 'enhancing brand equity' using practical and theoretical frameworks	Dumps information. Poor coverage in terms of enhancing brand equity, or an apparent lack of consistency in thought, understanding, strategy or tactical consideration.	Some correct coverage to the theoretical or tactical considerations for enhancing brand equity. Or material is unbalanced in its coverage between practical and theoretical applications. Effort lacks consistency/linkages with other parts of the campaign.	Good coverage of theoretical and tactical effort to enhance brand equity. Demonstrate correct linkages to the theoretical frameworks and practical considerations made in fundamental and implementation decisions of the campaign.	Applies theoretical frameworks clearly and extensively to support all practical considerations for enhancing brand equity. The impact of the IMC concept on brand equity is clearly and comprehensively linked to all fundamental and implementation decisions.
	0	3	6	10
Demonstrate impact on 'affecting behaviour' using practical and theoretical frameworks	Dumps information. Poor coverage in terms of affecting behaviour, or apparent lack of consistency in thought, understanding, strategy or tactical support.	Some correct coverage to the theoretical or tactical considerations for affecting behavioural change. Or material is unbalanced in the coverage between practical and theoretical applications. Effort lacks consistency with other parts of the campaign.	Good coverage of theoretical and tactical effort to affect behavioural change. Demonstrate correct linkages to the theoretical frameworks and practical considerations made in fundamental and implementation decisions of the campaign.	Applies theoretical frameworks clearly and extensively to support all practical considerations for affecting behaviour. The impact of the IMC concept on affecting behaviour is clearly and comprehensively linked to all fundamental and implementation decisions.
	0	3	6	10

CRITERIA	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
Recommend relevant 'program evaluation' using practical and theoretical frameworks	Dumps information. Poor coverage in terms of discussing program evaluation. Material presented lack in consistency with other relevant decisions made in this campaign.	Some good coverage but material is focused on either practical applications or little appropriate theoretical engagement.	Good coverage of theoretical frameworks and tactical effort in developing appropriate message evaluation considerations for some of the media used in this campaign.	Applies comprehensive theoretical frameworks and tactical effort to evaluate message outcomes. Demonstrates support to key fundamental and implementation decisions made in this campaign.
	0	3	6	10
Present 'conclusion' and make future 'recommendations' using practical and theoretical frameworks	Dumps information. Poor coverage with conflicting or shallow thoughts in both the conclusion and recommendations.	Some coverage but material is focused either on conclusion or on recommendations with little linkages to all the key decisions supporting the IMC campaign.	Good coverage with good use of theoretical frameworks integrated with practical considerations for the conclusion, also for making appropriate recommendations for future IMC campaigns.	Applies theoretical frameworks clearly and consistently to support all practical considerations in drawing up the conclusion. Similar effort in developing strategic recommendations for future IMC campaigns.
	0	3	6	10
Structure and presentation of the report: document presentation, internal layout/structure, grammar, argumentation, quality & diversity of referencing & supporting appendices.	Report material is poorly structured/written, or displays a collection of individual reports, or contains missing parts and displays an apparent lack of attention to report guidelines(see vUWS)	Report material needs attention to using in-text citation, content is poorly arranged, and shows conflicting thoughts/information. Or contains Wikipedia /limited sources as reference material.	Layout shows a clear & integrated writing style across all parts of the report. It complies with all the instructions governing the report writing format/style/ page limit, etc (see vUWS). Good academic coverage of references/appendices	Very good in-text citation, paraphrasing, report structure, and layout are exemplary. A stand out effort throughout the entire report including an extensive journal citations/references list and appendices.
	0	3	6	10
Raw mark.....out of 80				
Business report mark.....out of 20				

Feedback

Written feedback for the Group Project Proposal will be given to the group in the tutorial session of Week 4. Moreover, verbal feedback to the overall group's progress will be given in the tutorial session of Week 6. Finally, written feedback for the group's theatrical presentation and the business report will be made in Week 14, when the project's assessment is handed back to the group. Every group is encouraged to seek additional feedback from their tutor through private consultation.

 **Hint:** Are you clear about what is expected from you in this group project? Your preparation and participation is crucial for this group project. This is not an individual assessment. It is expected that each student would participate in every group meeting. It is advisable that group meetings start early (i.e. from Week 2) and need to continue until presentation/submission dates.

 **Warning:** Please note that this assessment cannot be left to the last minute, by that I mean from Week 6 onward. Group members must discuss group progress problems with their tutor when they happen (i.e. within 24-48 hours). Otherwise, it will prevent your tutor from providing timely assistance or advice. Furthermore, the entire group must accept the fact that this is a group project and not an individual assessment, thus the entire group will bear marking moderations as a result of poor overall group performance when measured against the Marking Criteria and Standards provided herewith. Equally, every group member must take on the responsibility of completing various tasks by their due dates; otherwise an individual's mark moderation will also apply as a result of unsatisfactory peer evaluations.

Furthermore, peer evaluations and register of attendance to group meetings for the theatrical presentation and business report will be used to moderate marks of a student/s that have been judged by their group project peers that they have not contributed equally, did not attend every meeting, nor satisfactorily completed the various tasks set for them by their due date.

Understanding this assessment

To help you understand your progress on this assessment please read all relevant material published on vUWS and note the following:

During Week 2 tutorial attendance (i.e. in our first tutorial session) you will be provided with further explanation in regards to this assessment. Also, there is detailed information uploaded on vUWS, see "IMC Group Project" information to further aid your understanding.

Furthermore, your understanding of this assessment will benefit from attention given to the written feedback given in tutorial session of Week 4 through the return of your IMC campaign proposal. Moreover, you are encouraged to participate in the face-to-face IMC group project consultation, extended to every group in the tutorial session of Week 6.

Teaching activities

Schedule of activities

Autumn semester teaching begins on Monday, 27 February 2012. The intra session break runs from Monday, 16 April 2012 to Friday, 20 April 2012 (Week 8).

There are four public holidays this semester, three of which may affect classes. Good Friday falls on 6 April 2012 (Week 6); Easter Monday on 9 April 2012 (Week 7) and Anzac Day on Wednesday, 25 April 2012 (Week 9). Alternative teaching arrangements for any classes affected by these public holidays will be posted on the vUWS website. The Queen's Birthday Public Holiday falls on Monday, 11 June 2012 (the day before the examination period commences).

WEEK	LECTURE	TUTORIAL	STUDENT ACTIVITIES
1 27 February-2 March	Introduction to the unit Integrated Marketing Communications (IMC) and brand equity enhancement	Note: No tutorials in Week 1 However need to attend to your homework for week 1, see the Tutorial program on vUWS.	Readings: Part 1: Chapter 1
2 5-9 March	IMC and brand equity (cont) The communication process	IMC group allocations and IMC project briefing session	Readings: Part 1: Chapter 1 (cont) Readings: Part 1: Chapter 2
3 12-16 March	Persuasion in marketing communications Market segmentation and brand positioning	Discussion questions: Chp 1- Q 2 & 3 – page 22 Chp 2- Q 4 & 8 – page 42 Chp 3 – Q 7 – page 68 Due: Submission of IMC campaign proposal	Readings: Part 1: Chapter 3 Readings: Part 1: Chapter 4
4 19-23 March	Advertising management Advertising strategy and implementation	Face-to-face with a journal article Note: Return of evaluated IMC campaign proposal	Readings: Part 2: Chapter 5 Readings: Part 2: Chapter 6
5 26-30 March	Advertising strategy and implementation (cont) Broadcast media	Tutorial activity – “Show and Tell” (see note below this table): Chapter 6 – Advertising strategy and implementation	Readings: Part 2: Chapter 6 (cont) Readings: Part 3: Chapter 7
6 2-6 April	Print and support media Digital marketing	IMC group project – informal consultation with every IMC group	Readings: Part 3: Chapter 8 Readings: Part 3: Chapter 9
7 9-13 April	Note: Mid-term examination, Chapters 1-8 inclusive, to be held during the lecture session	Tutorial activity – “Show and Tell” (see note below this table): Chapter 8 – Print and support media	

WEEK	LECTURE	TUTORIAL	STUDENT ACTIVITIES
8 16-20 April	INTRA SESSION BREAK	INTRA SESSION BREAK	INTRA SESSION BREAK
9 23-27 April	Media planning and analysis	Case study: The disappearing cell phone 'halfalogue' (pp. 274-277) - answer questions 1-3. Discussion questions: Chp 10 – Q 8 – page 269	Readings: Part 3: Chapter 10
10 30 April-4 May	Direct Marketing Sales promotion	Due: IMC (1) Theatrical presentation and script submission	Readings: Part 4: Chapter 11 Readings: Part 4: Chapter 12
11 7-11 May	Marketing public relations and sponsorship marketing Personal selling	Due: IMC (2) Theatrical presentation and script submission	Readings: Part 4: Chapter 13 Readings: Part 4: Chapter 14
12 14-18 May	Personal selling (cont) Evaluating advertising effectiveness Due: Submission of IMC Business Report	Due: IMC (3) Theatrical presentation and script submission	Readings: Part 4: Chapter 14 (cont) Readings: Part 4: Chapter 15
13 21-25 May	Unit revision: Chapters 1 to 10	Due: IMC (4) Theatrical presentation and script submission	Revision: Chapters 1 to 10
14 28 May-1 June	Unit revision: Chapters 11 to 15 Final examination discussion Unit and teaching evaluation Note: Hand back marked IMC group project	Due: IMC (5) Theatrical presentation and script submission	Revision: Chapters 11 to 15
15 4-8 June	STUVAC	STUVAC	STUVAC

 **Note:** "Show and Tell" – every student is required to bring one (1) exhibit to the designated tutorial session in order to showcase his/her learning. For further information please refer to the tutorial program shown in the above table and detailed in vUWS.

Learning resources

Overview of learning resources and assessment

The following table is a quick look-up guide summarising the learning resources available in this unit.

RESOURCE	ASSESSMENT 1: MID-SEMESTER AND FINAL EXAM	ASSESSMENT 2: IMC GROUP PROJECT
Prescribed textbook	<p>This is a must-have resource! Both the mid-term exam and the final exam are based on this easy to read and knowledge packed resource.</p> <p>I encourage you to start reading your week-by-week chapters before you attend your lecture presentation and/or prior to engaging with your tutorial activities.</p>	<p>Put simply, there is no way that you can successfully complete your IMC project – the play and the business report – without having read, understood and noted various key concepts, theories and definitions of marketing communications. The project serves to showcase your learning, which depends solely on the textbook.</p>
Lecture presentation	<p>Marketing Communications is not offered as an off-campus unit.</p> <p>If you care about your academic performance, then this invaluable resource is a must-attend in order to help you better understand, reflect and appreciate your textbook readings. Note taking is essential.</p>	<p>Week-by-week, lecture presentations are designed to support you to work successfully with the various parts of your group project assessment task.</p> <p>The lecture will facilitate better understanding to the various communication elements that form part of a successful IMC campaign, which in turn is your group project.</p>
Tutorial activities	<p>Theoretical application of marketing communications is a critical part of knowledge building.</p> <p>This is a must-do resource! This is your opportunity to engage with fellow students and your tutor in discussing and debating real-life application of marketing communications campaigns.</p> <p>Remember, part of your final exam is based on application testing.</p>	<p>This is not an individual project. Therefore, this assessment task is very difficult if left to your own accord.</p> <p>The week-by-week tutorial sessions will provide you with an open forum to exchange ideas with other colleagues and with ample real-life examples on how brands deal with marketing communication challenges and opportunities.</p> <p>Treat the tutorial as an informal opportunity to test and sharpen your knowledge input for this group assessment task.</p>
vUWS and reading list	<p>Download the additional information sheets, lecture PowerPoint slides and guides that have been prepared to assist with this assessment element. See the lecture and tutorial folder for this information.</p>	<p>Download the additional notes, check lists and guides that have been prepared to assist with this assessment element. See the IMC group project folder for this information.</p>

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Library	See the library home page to get help from a librarian http://library.uws.edu.au/	Library databases will provide you with additional information which will help you in this assessment http://library.uws.edu.au/ The library has a number of style guides that you will find helpful with citing other work and referencing this material. You must use the Harvard system for this unit. http://library.uws.edu.au/citing.php
Class and IMC group project members	Lecture and tutorial class members can be a valuable source of feedback. You are encouraged to develop a peer feedback partnership with one or more members of the class. You may like to share your learning notes with them.	IMC group project members can be a great source of feedback. You are encouraged to develop a peer feedback partnership with your group members. Ask them to provide you with honest feedback on your preparation and contributions to class discussions and to the IMC group project.
Teaching team	Feel free to contact the unit coordinator or your nominated lecturer or tutor by email to arrange a meeting if you would like assistance with any part of the assigned coursework. My contact details are provided on the inside cover of this learning guide.	Feel free to contact the unit coordinator or your nominated lecturer or tutor by email to arrange a meeting if you would like assistance with any part of the assigned coursework. My contact details are provided on the inside cover of this learning guide.

 **Note:** Wikipedia articles should not be used in assessment tasks.

Recommended reading

Textbook	The prescribed text is: Chitty, W, Barker, N, Valos, M & Shimp, TA 2012, <i>Integrated marketing communications</i> , 3rd Asia Pacific edn, Cengage Learning Australia.
Recommended texts	A comprehensive reading list will be posted to the vUWS site. Arens, WF, Weigold, MF & Arens, C 2009, <i>Contemporary advertising</i> , 12th edn, McGraw-Hill Irwin, Boston. Belch, GE 2009, <i>Advertising and promotion: an integrated marketing communications perspective</i> , McGraw-Hill Australia, Sydney. Blythe, J 2006, <i>Essentials of marketing communications</i> , Financial Times Prentice Hall, Harlow. Duncan, T 2005, <i>Principles of advertising and IMC</i> , 2nd edn, McGraw-Hill/Irwin series in marketing, McGraw-Hill/Irwin, New York. Fill, C 2006, <i>Simply marketing communications</i> , Financial Times Prentice Hall, Harlow, England; New York. Pelsmacker, PD, Geuens, M & Bergh, JVD 2007, <i>Marketing communications: a European perspective</i> , 3rd edn, Prentice Hall/Financial Times, Harlow. Percy, L 2008, <i>Strategic integrated marketing communications</i> , Butterworth-Heinemann, Oxford; Burlington, MA.

Referencing requirements

This unit uses the Harvard referencing system. Examples of the Harvard system are available on the library website <http://library.uws.edu.au/citing.php>

Other resources that might help with university life

University life	Find out about life outside the lecture theatre – news and events, services and facilities, career information and more! http://www.uws.edu.au/currentstudents/current_students/university_life
E-Learning	Check your vUWS sites regularly for unit announcements and to keep up with online discussions. If you do not have access to vUWS please contact e-learning on https://vuws.uws.edu.au/ The Marketing Communications vUWS site includes: <ul style="list-style-type: none"> ▪ Electronic copy of the learning guide. ▪ IMC group project instructions, script guidelines, script cover page, guidelines for theatrical presentation and for business report, and a peer assessment form. ▪ Mid-semester and final examination updates. ▪ Important announcements or updates made by the unit coordinator. ▪ Week-by-week lecturers' PowerPoint slides, tutorial activities, learning objectives, critical marketing thoughts and additional reading material when applicable. ▪ Mid-term examination results; plus much more.
Disability Service	Students with a disability should visit: http://www.uws.edu.au/currentstudents/current_students/getting_help/disability_services
Course and unit rules	This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured. http://www.uws.edu.au/currentstudents/current_students/managing_your_study/enrolment/course_and_unit_rules
Student Learning Unit	The Student Learning Unit (SLU) can offer you assistance in writing good exam essays. Visit: http://www.uws.edu.au/campuses_structure/cas/services_facilities/slu
Policies	This site includes the full details of policies that apply to you as a UWS student. http://www.uws.edu.au/policies/a-z

You and this unit

What is expected of you

Workload

This unit will require your full attention to maintain the highest possible grades. It is expected that you will spend at least 10 hours each week (on average) on learning activities for this unit. Some weeks you will spend more time on learning activities and assessments and in other weeks the workload will be somewhat less. It will be essential for you to keep up with the weekly assigned tasks so that you are properly prepared for each lecture and tutorial session.

Attendance

It is expected that you will attend all lectures and tutorials. Naturally illness and misadventure cannot be anticipated and you should follow up such occasions with appropriate documentation (Application for Special Consideration).

Student responsibilities and conduct

<p>Student responsibilities</p>	<p>Familiarise yourself with university policies on assessment and examinations.</p> <p>Ensure that you understand the requirements, including timetables, for examinations and other assessments tasks.</p> <p>Ensure you read and understand the assessment requirements and note the submission dates, and seek assistance from the lecturer and/or unit coordinator when needed.</p> <p>Notify relevant staff (e.g. lecturer, unit coordinator, disability adviser) as soon as possible prior to, or at the beginning of, the semester to have special requirements accommodated.</p> <p>Submit your own individual and unassisted assessment work, except as otherwise permitted. Cheating, plagiarism, fabrication or falsification of data will be severely dealt with.</p> <p>Behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage another student. Where group work is assigned, ensure that every group member has the opportunity to contribute in a meaningful way to the assignment.</p>
<p>Student conduct and behaviour</p>	<p>Attend all lectures and tutorials – failure to attend is often the main cause for low final grades.</p> <p>Respect the needs of other students who are participating in any class activities.</p> <p>Pay attention in lectures and tutorials – these provide key information for all examinable material.</p> <p>Do not use mobile phones during the lecture and tutorials and do not have ongoing conversations with fellow students during the lecture or if another student is presenting work in the tutorials.</p> <p>Please use notebooks for taking notes, not surfing the net or checking email.</p> <p>Use vUWS discussion boards constructively – they are there for interaction between the students and between teaching staff and the students. Unfounded criticisms will be removed from the relevant discussion board.</p> <p>If issues arise with other students, or teaching staff, please see the unit coordinator in the first instance rather than broadcasting your concerns in a public forum.</p>

What you can expect from the teaching team

Academic staff carry out their teaching responsibilities under the authority of the Dean of the School of Business. The responsibilities of staff are outlined below.

Staff responsibilities	<p>Assess students' work fairly, objectively and consistently and when in doubt consult with the unit coordinator or Director of Academic Program.</p> <p>Provide students with appropriate, helpful and explanatory feedback on all work submitted for assessment.</p> <p>Make reasonable accommodation (e.g. length of time to complete) in assessment tasks and examinations for students with special requirements and to seek assistance from the Disability Advisor and Counsellor where appropriate and needed.</p> <p>Ensure deadlines for the submission of examination papers to the Academic Registrar are met.</p> <p>Immediately report to the unit coordinator any instances of student cheating, collusion and/or plagiarism.</p>
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Feedback

Your tutor will provide you with oral and written feedback on your IMC group project. For the theatrical presentation, your tutor will give you oral feedback immediately following the class in which it was presented. For the IMC business report, written feedback will be made within your business report when handed back to the group during the lecture/tutorial session of Week 14.

Changes to unit as a result of student feedback

The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, the following changes and improvements to this unit have recently been made:

- Updated IMC theatrical presentation – Marking criteria and standards: Part 1
- Updated IMC business report – Marking criteria and standards: Part 2

Policy and how it affects you

The University has a number of policies that relate to teaching and learning. Important policies affecting students include:

- [Assessment Policy](#)
- [Bullying Prevention Policy](#) and [Guidelines](#)
- [Enrolment Policy](#) (includes a section on the UWS Student Email Account)
- [Examinations Policy](#)
- [Misconduct – Student Academic Misconduct Policy](#) (see extract below)
- [Misconduct – Student Non-academic Misconduct Policy](#) (see extract below)
- [Review of Grade Policy](#)
- [Sexual Harassment Prevention Policy](#)
- [Special Consideration Policy](#)
- [Teaching and Learning – Fundamental Code](#)

There are two policies that relate to misconduct – academic and non-academic misconduct. Breaches of these policies can have very serious consequences. It is essential that you are familiar with these policies and how to avoid misconduct of any type.

What is academic misconduct?

Academic misconduct may involve plagiarism, collusion or cheating. Plagiarism involves submitting or presenting work in a unit as if it were the student's own work when, in fact, it was not. Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others. Cheating includes dishonest conduct (or attempted dishonest conduct) in exams.

For the full definition of academic misconduct and the consequences of such behaviour, you are advised to read the Misconduct – Student Academic Misconduct Policy in its entirety (refer to <http://policies.uws.edu.au/view.current.php?id=00051>).

There are many resources to help you avoid academic misconduct. Library staff can help you with referencing and the Student Learning Unit can assist with academic writing and plagiarism. If you are unsure about any of your work you should also ask your tutor or lecturer for advice and feedback. The University also has text matching software (called Turnitin) which can help you check to see if your work might have problems. You can access Turnitin on the vUWS site for this unit.

What is non-academic misconduct?

Non-academic misconduct includes unlawful activities and crimes, falsifying documents (like a medical certificate or academic records), harassing other students (or staff), stealing or damaging university property (like library books or computers) and disrupting other students or staff. These are just some of the types of non-academic misconduct and while these things are rare they do happen. If you believe you have been the victim of non-academic misconduct or you are aware of any academic misconduct it is very important that you report it.

You should report all matters of non-academic misconduct directly to the Dean or the head of the relevant section of the University. For example, you can report matters to the Manager of Security on your campus or to the Campus Provost or the Dean of your school. You must do this in writing. You may write to the Dean on business.dean@uws.edu.au.

Raising concerns

If you have a concern about this unit please contact your lecturer or tutor in the first instance. If the matter is not resolved, then you may contact the unit coordinator (see inside front cover). If you would prefer to speak to someone else, you are advised to contact the Director of Academic Program responsible for this unit Daniela Spanjaard on d.spanjaard@uws.edu.au. Please note the Director of Academic Program may refer your concern to delegate to investigate and to respond to you.

The University also has a confidential Complaints Resolution Unit (see link below). You may contact this unit of the University at any time; however, we would appreciate the opportunity to resolve the complaint in the first instance.

http://www.uws.edu.au/about_uws/uws/governance/complaints_management_and_resolution