

**JOURNALISM AND MASS COMMUNICATION 345**  
**PRINCIPLES AND PRACTICE OF STRATEGIC COMMUNICATION**  
**TUESDAY / THURSDAY, 4:00 – 5:15 PM, 2195 VILAS HALL**  
**FALL 2023– 4 CREDITS**

Dhavan V. Shah  
McLeod Professor/Maier-Bascom Chair  
Email: [dshah@wisc.edu](mailto:dshah@wisc.edu)  
Office: 5152 Vilas Hall  
Office Hours: Tues 3:00 – 4:00, Thurs  
2:00-3:00 or by appt.

Alexus Moore  
Doctoral Student  
Email: [akmoore22@wisc.edu](mailto:akmoore22@wisc.edu)  
Office: 5161 Vilas Hall  
Office Hours: Wed 1:00-3:00  
or by appt.

Laila Abbas  
Doctoral Student  
Email: [labbas@wisc.edu](mailto:labbas@wisc.edu)  
Office: 5050 Vilas Hall  
Office Hours: Tues 2:00-4:00  
or by appt.

We 9:55 AM - 10:45 AM – 2195 Vilas – Sec 301  
We 11:00 AM - 11:50 AM – 2195 Vilas – Sec 302

Th 9:55 AM – 10:45 AM – 5055 Vilas – Sec 303  
Th 11:00 AM – 11:50 AM – 5055 Vilas – Sec 304

Zoom link: <https://uwmadison.zoom.us/j/91609949378>  
One-tap Mobile: +16469313860,,91609949378# / Meeting ID: 916 0994 9378

**Credit Hours:** The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled class instructional time (two weekly lectures of 75 minutes), weekly discussion sections (50 minutes, with some omitted weeks), two scheduled meetings between the instructor and student teams at different stages of course progression, and a two-hour concluding class meeting, some outside of lecture and discussion time. Discussion sections will center on review of lecture content, development of the course project, preparation for the ethics session, and polishing of your final campaign plan books and pitch presentations. There are as noted in the syllabus. This syllabus is available in alternative formats upon request. Students with disabilities should make their needs known to the instructor in a timely manner. Any student who feels s/he may need accommodations based on disability should contact the instructor to discuss your specific needs. For more information about accommodations and related service, see McBurney Disability Resource Center (<http://www.mcburney.wisc.edu/>)

**Prerequisites:**

Admission to the School of Journalism and Mass Communication and completion of Journalism 202 and 203

**Course Description:**

This course introduces *strategic communication* — advertising, public relations, health campaigns and interventions, social and digital media marketing, influencer communications, and political campaigns — to provide students with grounding in the basic concepts that strategic communication practitioners use to do their jobs. This course blends conceptual and practical issues that inform strategic communication processes. In terms of learning outcomes, students taking this class will gain an understanding of the following areas:

- The strategic communication industry, including its ethics and regulation
- The role of strategic communication in the marketing of products, ideas and people
- Various components of strategic communication campaigns
- The different professional specialties within the field of strategic communication

**Course Learning Outcomes and Materials:**

This class is a survey of the field, emphasizing breadth over depth. For the student taking this course as a single exposure to strategic communication, it will provide a professional and social overview. For those interested in pursuing a career in strategic communication, it will serve as a foundation for higher-level courses. The course covers research and account planning, campaign strategy, branding and creative, media buying and planning, public relations, promotions, and event planning. Students will be exposed to the academic study of strategic communication in society, its history, laws and ethics, and its application to public interest, health and political campaigns, as well as career trajectories that involve the use of these principles beyond brand marketing.

**There is no textbook for the class.** Instead, readings from a variety of sources have been compiled into an electronic course packet. You can download these readings from the class CANVAS page:

Canvas page: <https://canvas.wisc.edu/courses/426407>

- ✓ Campaign Project Manual - This manual includes detailed instructions for the class project, along with other materials to support the class project. All these materials are available on this website:

Project manual: <https://j345manual.journalism.wisc.edu/>

- ✓ Lecture Slides - These provide a summary of important information presented in class and readings, though not all details will appear in the slides. Decks for each class will be posted on Canvas and Professor Shah's website prior to that session. Grades and other resources are on Canvas.

Class page: <https://dshah.journalism.wisc.edu/teaching/#j345>

### **Exams:**

There are two exams for this course. Exams will be in-class and consist of multiple-choice questions. Each exam is worth 100 points toward the final grade. Exams are **NOT** cumulative, each covering half of the class. **Any information presented in lectures and class materials may appear on the exams.**

### **Group Project:**

The group project revolves around two strategic communication campaigns. Accordingly, the class will be divided into groups of five students who will form an agency that will pitch to “win the business” for the assigned account. There will be one winning group per discussion section, with all students in a given section developing campaigns for the same client under the supervision of the teaching assistant. Students will be responsible for specific parts of the plan as they work to create an integrated campaign.

The group project will involve the following activities: 1) Campaign Plan, 2) Pitch Meeting, and 3) Peer Evaluation.

Both campaigns are for “healthy” cereals — Original Cheerios and Kashi Go — though the two cereal brands and their characteristics are fundamentally different. Your budget for media expenditures is \$50 million. Although your broader brands have many varieties (e.g., Honey Nut Cheerios, Apple Cinnamon Cheerios, Kashi Whole Wheat Biscuits, Kashi Maple Waffle Bites), the focus of your campaigns should be on Original Cheerios (100% Whole Oats) and Kashi Go (the Protein Cereal line). The campaigns you develop should emphasize these products:



Cheerios Cereal



Kashi Go Cereal

Cheerios not only faces pressure from other major cereal brands in an increasingly crowded and changing product category (i.e., many options that emphasize being high-fiber, gluten-free, low-carb, and/or high-protein), but also from shifts in consumer behavior (i.e., the rise of intermittent fasting, low-carb diets, work-from home, inflationary diet changes). Created in 1941 by General Mills, Cheerios emphasizes that it is made with 100% whole grain oats, contains soluble fiber that can help lower cholesterol as part of a heart healthy diet, is gluten-free and a good source of vitamins and minerals, with no artificial flavors or colors. With dozens of brand extensions and limited time offerings, the original Cheerios cereal is often named as one of the healthier breakfast options.

Your campaign must convey the following messages:

- CHEERIOS Cereal is a brand trusted to provide delicious, satisfying fuel at any meal
- CHEERIOS Cereal is a healthy everyday go-to option
- CHEERIOS Cereal diet plans and dining patterns.

While also explaining the following benefits:

- CHEERIOS is with 100% whole grain oats
- CHEERIOS can help lower cholesterol as part of a heart healthy diet
- CHEERIOS are gluten free, with no artificial flavors, no artificial colors

Kashi Go also faces pressure from other major cereal brands in an increasingly crowded and changing category (i.e., competing products that emphasize high-fiber, gluten-free, low-carb, and/or high-protein features) along with shifts in consumer behavior (i.e., intermittent fasting, low-carb diets, work-from home, inflationary diet changes). Kashi Go emphasizes that it is made with certified transitional whole grain wheat and plant-based sources of protein, producing high-fiber / high-protein cereal. Founded in 1984, and acquired by Kellogg in 2000, its product line contains seven different varieties, plus additional brand extensions. It is also considered a healthy cereal option.

Your campaign must convey the following messages:

- KASHI GO Cereal is a brand trusted to provide delicious, satisfying fuel at any meal
- KASHI GO Cereal is a healthy everyday go-to option
- KASHI GO Cereal diet plans and dining patterns.

While also explaining the following benefits:

- KASHI GO contains 9-13g of plant-based protein per serving
- KASHI GO has insoluble oat fiber to support digestive health
- KASHI GO is made with transitional whole grain wheat and sweetened with wildflower honey

**Important note:** To maintain a level playing field, groups are forbidden from contacting the clients or their representatives. You may, however, visit grocery stores, brand websites, social media pages, talk to consumers, and follow influencer accounts related to the brand or product category.

The decision to focus on these particular products was made for several reasons:

- These clients raise social challenges for strategic communicators.
- These two products are similar but require very different strategic perspectives, goals and agendas.
- Both are reacting to a changing marketplace and face internal and external shifts.
- The issues related to diet and nutrition present ethical challenges.
- Each brand has its own public relations challenges.

### **Agency Positions:**

At the start of the class, you will be asked to indicate your preferences (on the Group Project Positions List) for your professional position and desired campaign. You will submit a resume and cover letter for the position you prefer, and list two alternate positions should you not get your top choice. Position assignments will be made according to the quality of the submitted credentials and preference rankings. The positions are:

- **Research Director/Account Planner:** Responsible for the Situation Analysis, which summarizes History/Industry Trends, Brand Analysis, Consumer Analysis, Media Usage Analysis, Category Creative Analysis, and Public Opinion/Stakeholder Analysis, among others. (NOTE: team members provide much of this information.) The research director is also responsible for primary research.
- **Account Director/Brand Manager:** Responsible for the Campaign Strategy, which includes the Objectives, Target Audience Definition, Selling Strategy, and Product /Issue Positioning. This person also serves as the implicit group leader given they are “the voice of the client” in this process.
- **Creative Director: Copywriter / Art Director -** Responsible for the Creative Plan, which includes the Message Strategy, the Creative Brief, the Campaign Theme, Slogan or Mascot, and multiple examples of print broadcast, and online executions that illustrate the campaign.
- **Media Director: Connections Planner / Digital Planner -** Responsible for the Media and Interactive Plan, which includes the Selection of Print, Broadcast, and Interactive Vehicles, Choice of Impact Media Venues, Selection and Integration of Social Media, Creation of a Media Flowchart, and Budget allocation spreadsheet. Also responsible for ambient and non-traditional media placements.
- **Public Relations & Promotions Director:** Responsible for the PR and Promotions Plan, which includes a Stakeholder Analysis, Public Opinion Analysis, Reputation Management, Media Placement Options, Event Planning, Product Promotions and Placement, as well; as Press Releases and Press Packets.

To gain a better understanding of what these various positions entail, please see the Campaign Project Manual (j345manual.journalism.wisc.edu). To get a sense of the scope of the campaign, please see posted examples.

### Project-Related Grades:

Groups will work together on activities and assignments. Graded portions of the project are as follows:

- Campaign Plan — drafts (10 points each), group grade (40 points) and individual grade (60 points)
- Pitch Meeting (25 points)
- Peer Evaluation for Group Participation (25 points)

**1) Campaign Plan:** The Campaign Plan should be detailed and highly polished. It will be graded for evidence of critical thinking, problem solving, and the integration of ideas from the course. Strategic decisions should be clearly identified and substantiated by research and reasoning. The completed document should be roughly 50 pages long. A draft of your situation analysis and campaign strategy will be gathered before team meeting with professor.

The campaign plan constitutes 150 points toward your final grade. This grade is broken down into three parts: the **rough drafts** (10 points each – 50 points), the **group grade** (40 points), and the **individual grade** (60 points).

The group grade will be based on the totality of the campaign. Relevant questions: Does the campaign make sense? Are there innovative and creative ideas present? Did your group work well together? Were you able to effectively resolve conflicts? Are the different aspects of your campaign coordinated – is it truly an integrated marketing communications plan, with media/interactive, PR, and creative all helping to address your strategy?

The individual grade will be based on our assessment of your component of the plan. For example, if you are the media/interactive director, do your media selections and media strategy make sense? Have you supported your part of the finished document with the appropriate rationale? Are your planning and buying choices creative and well-reasoned? Are your decisions consistent and integrated with other aspects of the campaign?

**2) Pitch Meeting:** Groups will present their campaign plans in the form of a pitch meeting. The grade for the Pitch Meeting presentation will be based on the quality and skill with which the agency presents an oral summary of its campaign plan. Of particular importance will be articulating the goals/strategies of the campaign and the rationale behind the examples of the creative executions. The Pitch Meeting grade is worth 25 points.

**3) Group Project Peer Evaluation:** The peer evaluation will be an evaluation of your contribution and performance on the group project by the rest of the members of your group. At the end of the final exam, each group member will fill out an evaluation of all other group members. This evaluation is 25 points of your final grade.

### Inside and Outside Required Class Meetings:

As noted in the Timetable, this class mandates attendance at meetings that occur outside the scheduled class time. Attendance at these outside class meetings is required (Note: Tardiness for these meetings results in a 5-point deduction from your participation grade; Absence results in a 10-point deduction).

#### **Meeting 1: Team Meetings with Professor (one hour of time outside class w/ 2 x ½ hour meetings)**

After turning in your draft of the situation analysis and account strategy, members from each group must meet with the professor during scheduled half-hour zoom meetings to review their progress. These meetings will take approximately one hour total. Ongoing group meetings with the TA will occur throughout the term during discussion sections. Doodle polls will be distributed to allow groups to select meeting times. Be sure to select a time when all team members can attend. The syllabus indicates when these meetings will take place.

#### **Meeting 2: Pitch Meeting (two hours of instructional time outside of class x two pitch meetings)**

Each agency team will pitch their campaign to an audience consisting of the professor, teaching assistant, and select other students from the class. Each group will be competing with the other agencies assigned to a given client within each discussion section. Students and instructors will vote based on their initial evaluations of the campaign plan books and the content and style of the pitch presentation. The winner selected by the students and by instructors will be named separately, with the account awarded to the winner of the instructors' vote. The student vote will award **5 bonus points**, and the instructor vote **10 bonus points**. See the project manual for details on how to prepare for the pitch meeting. Pitch will be graded on a 25-point basis.

### Participation and Attendance:

Students who actively engage with the class by either asking questions, offering answers, raising issues, and contributing to class discussions will begin with a base of 50 participation points. Engagement can happen in class or online, over the class email list. This is distinct from participation within your group project. However, students who have unexcused absences or sporadic attendance for any of the **Class Exercises, Campaign Planning Meetings or Team Meetings with the Professor** will have 5 points deducted from their participation grade. Students who miss these meetings without an excuse will have 10 points deducted.

### Course Policies:

- ✓ Students must notify the professor within the first two weeks of class of any specific days that they will miss class for religious observance.
- ✓ If a student cannot complete an assignment or take an exam at the scheduled time, arrangements must be made in advance with the instructor. Failure to make a prior arrangement with the instructor will result in the reduction of one **letter** grade level (at a minimum) from the earned score. Exemptions may be made for unusual circumstances, as determined by the course instructor.
- ✓ Late submission of an assignment will result in a grade reduction, **10% of the maximum grade points per each day of delay. Turning in after class is considered late if it was due in class.**
- ✓ Permission for a student to receive an incomplete grade (I) is at the discretion of the instructor and must be accompanied by a written contract for completion of course requirements. Failure to take exams, complete assignments, or attend class is not acceptable reasons for an incomplete.
- ✓ This class will follow university guidelines concerning scholastic misconduct and grievance procedures.
- ✓ You should all know what plagiarism is — using someone else’s work in your own stories or papers. This involves cutting and pasting material from others or taking from stories or papers written by other students. Your work should only include your own writing. If you paraphrase material or directly quotes from sources, you must reference those sources.
- ✓ I also enforce a prohibition on what some call “patch writing,” copying chunks from published sources and changing a small percentage of words to avoid the appearance of plagiarism. Know that I consider it intellectual dishonesty if the source is not referenced and only varied slightly but not directly quoted. Using AI or apps such as ChatGPT to generate text for class assignments also constitutes academic misconduct because you did not generate the content. However, the use of AI tools and LLMs to gain deeper understanding of topics, solicit feedback on content you produce, and gather research insights is permitted, though beware of LLM hallucinations and “manufactured evidence.” If plagiarism checking software and AI detection tools find your submitted work is not your own, you will be required to complete an oral exam with me within 72 hours to demonstrate your mastery of course material. Failure of this oral exam will result in referral to the academic misconduct disciplinary process. Using ChatGPT, Bard, DALL-E, Midjourney and other AI tools for iterative research, insight generation, expert perspectives, and image creation is permitted, even encouraged. If uncertain about appropriate uses of AI, see the professor.
- ✓ SJMC uses a range of tools to maintain academic integrity, and as part of those efforts, we will be using Turnitin software. Canvas has an "Assignment" submission option with Turnitin embedded. Turnitin.com will compare your work with previously published, submitted, or generated material. Turnitin will then tell us about possible matches between a student’s work and other sources and provide a “similarity score.” After reviewing that, the instructor — not the software — will evaluate whether or not there has been academic misconduct. Previous assignments submitted by students in any section of 345 will be kept in the global Turnitin database for future reference.
- ✓ If I determine there has been academic misconduct, punishment will include an “F” for the course and referral to the Division of Student Life for discipline by the university.
- ✓ Extra credit points earned by participating in research projects or tutoring students who require assistance can only help your grade. If you opt out, your grade will not be affected adversely.

**Instructor-Student Interaction:**

Given the face-to-face mode of instruction in lecture and discussion sections, the students in the course will receive substantive and regular instructor-student interaction in the following ways:

- Direct instruction and facilitated discussion of course concepts in lecture;
- Outside class team meetings with the instructor to provide feedback on project work;
- Regular email/Canvas communications about course announcements, deadlines, and meetings;
- Correspondence or meetings, as needed, to respond to questions about the course or project;
- Discussion section guidance on course content and application to project in team settings; and
- The provision of additional opportunities for interaction to students struggling to reach mastery.

**Graduate Students:**

The work completed by graduate students will parallel the learning outcomes described above. However, additional learning outcomes for graduate students will include:

- Demonstration of higher-order synthesis of concepts related to strategic communications
- Development of application of these principles to a designated health or political campaign

To accomplish this, graduate students will receive additional background materials on a specified health or political campaign challenge (e.g., crisis communication scenario) and be expected to complete an additional assignment, a strategic response plan, synthesizing concepts learned in the class. See grading scale for graduate students below.

**Overall Grading:**

Course Grade will be based on performance of the listed exams and assignments (due dates below). Graduate students taking this course will be expected to complete an additional strategic response plan as part of their participation in this class. Graduate students will meet with the faculty instructor to discuss the paper.

**Undergraduate Students:**

<u>Exams:</u>	<u>Points:</u>
Exam 1	100
Exam 2	100

<u>Group Project:</u>	
Draft of Situation Analysis	10
Draft of Campaign Strategy	10
Draft of Remaining Sections	30
Final Campaign Group Grade	40
Final Campaign Individual Grade	60
Group Project Pitch Meeting	25
Group Project Peer Evaluation	25

<u>Participation and Attendance:</u>	
Participation Score	50

TOTAL 450

**Graduate Students:**

<u>Exams:</u>	<u>Points:</u>
Exam 1	100
Exam 2	100

<u>Group Project:</u>	
Draft of Situation Analysis	10
Draft of Campaign Strategy	10
Draft of Remaining Sections	30
Final Campaign Group Grade	40
Final Campaign Individual Grade	60
Group Project Pitch Meeting	25
Group Project Peer Evaluation	25

<u>Participation and Attendance:</u>	
Participation Score	50

<u>Advanced Strategic Plan:</u>	
Strategic Response Plan	50

TOTAL 500

Grades will be based on the listed percentage distribution:

- |               |               |              |              |
|---------------|---------------|--------------|--------------|
| 93 to 100 = A | 83 to 89 = B  | 71 to 79 = C | Below 61 = F |
| 89 to 93 = AB | 79 to 83 = BC | 61 to 71 = D |              |

These percentage breaks may be altered to make the grading curve more generous, but not more difficult.

Additional extra-credit opportunities may be announced during the semester.

## **SPECIFIC PROJECT RESPONSIBILITIES**

**Research Director/Account Planner** - take the lead in producing a Situation Analysis

- a. Content: Background Research (informed by primary and secondary research)
- b. Client Background (from briefing, media, annual reports, the Internet, etc. - all)
- c. Historical Trends (recent industry and market changes - Research Director leads)
- d. Consumer Analysis (consumer profiling and interviews - Research Director leads)
- e. Brand Analysis (client's brand, and competing brands - Account Director leads)
- f. Media Usage Analysis (audience analysis w/ Simmons data - Media Director leads)
- g. Category Creative Analysis (print, video, and digital analysis - Creative Director leads)
- h. Public Opinion (stakeholder and event analysis - PR & Promotion Director leads)

Summarize insights into a SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats Identify 3 Key Issues that your Campaign Strategy must address

**Account Director/Brand Manager** – take the lead in developing the Campaign Strategy

Content: Campaign Strategy (informed by Situation Analysis) -- must have:

- a. Objectives (what you want to accomplish – tangible goals).
- b. Targeting strategies (whom you are trying to reach – multiple targets)
- c. Competitive advantage (what differentiates your product or service)
- d. Brand personality (what people think are the primary characteristics that define the brand)
- e. Positioning of brand (brand vs. competition)
- f. Geographical strategies (where you concentrate your media, PR and promotional resources)
- g. Seasonal strategies (when you market the product)

Must offer clear rationale that will guide the plan!

**Creative Director/Copywriter-Art Director** – take the lead in producing the Creative Plan

Outline Positioning, Messaging, and Branding Strategies – Complete Creative Brief w/ Account Director

Content: Creative Platform - required to define:

- a. Message strategies -- (prospect or brand focused)
- b. Selling premise -- (the unique selling proposition)
- c. Campaign theme (logo, slogan, tagline, and mascot)

Must create at least five executions of broadcast, print, and digital ads (though more may help communicate the creative theme of the campaign):

- a. For television or radio, provide storyboards/scripts
- b. For newspaper or magazine, provide layout of ad
- c. For digital media, provide example executions
- d. Optional content: Other examples of various forms of campaign messages.

Must be consistent with Campaign Strategy and address the 3 Key Issues

**Media & Interactive Director** – take the lead in developing the Media Plan and Interactive Plan

Content: Media Architecture - required to specify:

Media Objectives/Apertures (Must define specific media objectives and identify aperture moments) Media Strategies:

- a. Timing (start date - launch)
- b. Reach (how many) / Frequency (how often)
- c. Duration (how long)
- d. Scope (market selection - national or regional)

Tactics -- Selection of Media (dollars and media weight)

- a. Broadcast – TV and Radio
- b. Print – Newspapers and Magazines
- c. Out of home – Outdoor, Transit, and Ambient
- d. Search and Interactive
- e. Social and Digital Media
- f. Impact Media – Sporting Events / Awards Shows

Flowchart -- Scheduling and budgeting on a monthly basis

- a. Media vehicles
- b. Media weight

Separate for Conventional, Impact and Interactive

Budget – Summary of campaign media expenditures

- a. Expenditures by media

Separate for Conventional, Impact and Interactive

Must be consistent with Campaign Strategy and address the 3 Key Issues

**PR and Promotions Director** – take the lead in creating the PR and Promotions Plan

Content: Stakeholder and News Media Relations Strategy

- a. Discussion of status of public opinion
- b. Statement of PR strategy - what issues are important to public and how will PR shape opinion)
- c. Public Relations Tactics (Publicity Programs, Opinion Management, etc.)
- d. Discussion of media relations strategy and target vehicle selection
- e. Discussion of Promotions Activities
- f. Discussion of Buzz/Viral Marketing
- g. Discussion of Events and PR Support
- h. PR & Promo Budget

Must create multiple press releases and promotional items

Must be consistent with Campaign Strategy and address the 3 Key Issues



## COURSE SCHEDULE

### STRATEGIC COMMUNICATIONS IN CONTEXT

**W1 - Class 1:**

Sept 5 Course overview: Challenges in strategic communication.

**W2 - Class 2:**

Sept 10 Strategic responses and the campaign plan

*[Project Application – Resume and Cover Letter DUE]*

**W2 - Class 3:**

Sept 12 Integrated marketing and organizational structure [Moriarty et al Chapter 2]

*[Assignment to Agency and Position in Discussion; Sit with Agency Team]*

**W3 - Class 4:**

Sept 17 Marketing communication agencies and strategic research [Moriarty et al Chapter 6]

### SITUATION ANALYSIS TO ACCOUNT PLANNING

**W3 - Class 5:**

Sept 19 **Virtual Session:** Research Database Workshop with Business Reference Librarian

*[Choice of Agency Name and Structure Due]*

**W4 - Class 6:**

Sept 24 Account planning and iconic research-driven campaign case studies [Moriarty et al Chapter 5]

**W4 - Class 7:**

Sept 26 Consumer analysis and prospect segments + Simmons Catalyst – **Target Planning Exercise**

Videos on using Simmons OneView:  
[go.wisc.edu/simmonsoverview](https://www.youtube.com/watch?v=a2itwduCXuk)  
[go.wisc.edu/simmonssample](https://www.youtube.com/watch?v=jcjcIXKMY1k)  
[go.wisc.edu/simmonsresults](https://www.youtube.com/watch?v=QoKn5q_s1r8)

Social Listening and Social Media Monitoring - Infegy Atlas – **Social Listening Exercise**

Videos on using Simmons OneView:  
<https://www.youtube.com/watch?v=a2itwduCXuk>  
<https://www.youtube.com/watch?v=jcjcIXKMY1k>  
[https://www.youtube.com/watch?v=QoKn5q\\_s1r8](https://www.youtube.com/watch?v=QoKn5q_s1r8)

*[Schedule Outside Class Team Meeting with Professor]*

**W5 - Class 8:**

Oct 1 Legal and ethical issues / **Ethical Scenarios Exercise** [O'Guinn et al Chapter 4]

**W5 - Class 9:**

Oct 3 The social psychology of strategy [Moriarty et al Chapter 4]

*[Draft of Situation Analysis DUE]*

## CAMPAIGN AND PUBLIC RELATIONS STRATEGY

### **W6 - Class 10:**

Oct 8 Campaign strategy – positioning and branding case studies [Moriarty et al Chapter 7]

### **W6 - Class 11:**

Oct 10 Creative concept and the creative brief - Exam Review [Fenton Chapter 6]

### **W7 - Class 12:**

Oct 15 **IN-PERSON EXAM #1** – Accommodations available for those needing extra time

### **W7 - Class 13:**

Oct 17 Public relations planning [Clow & Baack Chapter 12]

### **W8 - Class 14:**

Oct 22 Public relations execution [Gehrt & Moffitt Chapter 5 - 7]

### **W8 - Class 15:**

Oct 24 **Campaign Planning Meeting: Refinement of Campaign Strategy**

*[Schedule Outside Class Team Meeting with Professor]*

### **W9 - Class 16:**

Oct 29 **Press Release Writing, Press Kit Development, and Press Conference Planning Exercise**

## MEDIA AND CREATIVE TACTICS

### **W9 - Class 17:**

Oct 31 Media strategy and planning + Print Media

*[Draft of Campaign Strategy DUE]*

### **W10 - Class 18:**

Nov 5 Place, Broadcast, and Digital Media [Katz Chapters 4 & 5]

### **W10 - Class 19:**

Nov 7 Media buying and execution - **Media Planning Exercise** [Katz Chapters 6 & 7]

### **W11 - Class 20:**

Nov 12 Creative messages and tactics [Felton Chapters 7-8]

### **W11 - Class 21:**

Nov 14 Consumer and trade promotion + viral marketing [Clow & Baack Chapter 9 & 10]

### **W12 - Class 22:**

Nov 19 Digital strategy – SEO and SEM [Felton Chapter 11] [Clow & Baack Chapter 13]

## CAMPAIGN INTEGRATION AND PRESENTATION

### **W13 - Class 23:**

Nov 21 Digital strategy – Social media platforms and tactics

*[Draft of Remaining Sections DUE]*

**W13 - Class 24:**

Nov 26 **Virtual Session:** Social marketing and health interventions

**W14 - Class 25:**

Dec 3 Assembling the campaign plan and pitch deck

**W14 - Class 26:**

Dec 5 Political marketing and campaigning

*[Campaign Plan Books DUE]*

**W15 - Class 27:**

Dec 10 Your future in strategic communications – Exam Review

Dec 11 **Outside Class Meeting in Nafziger Conference Room – Final Pitch Meeting**

- **6:00 PM – 8:00 PM, December 11<sup>th</sup> – Sections 301/303**
- **8:00 PM – 10:00 PM, December 11<sup>th</sup> - Sections 302/304**

**Finals Week** **IN-PERSON EXAM 2** – Accommodations available for those needing extra time

- **Exam in 2195 Vilas - 5:05 PM – 7:05 PM, December 13<sup>th</sup>**

**Readings:**

Clow, K. E., & Baack, D. (2007). *Integrated Advertising, Promotion and Marketing Communications (3rd Edition)*. Upper Saddle River, NJ: Pearson Prentice Hall.

Felton, G. (2014). *Advertising: Concept and Copy (3<sup>rd</sup> Edition)*. Chicago: WW Norton.

Gehrt, J., Moffitt, C., & Carlos, A. (2010). *Strategic Public Relations: 10 Principles to Harness the Power of PR*. Bloomington: Xlibris Book Publishing Company.

Katz, H. (2014). *The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying*. London: Routledge.

Moriarty, S., Mitchell, N. D., & Wells, W. D. (2011) *Advertising & IMC: Principles and Practice (9th Edition)*. New York: Prentice Hall

O'Guinn, T. C., Allen, C. T., & Semenik, R. J. (2000). *Advertising*. Cincinnati: South-Western College Publishing.

**Additional Text for Graduate Students:**

Chaffey, D., & Ellis-Chadwick, F. (2019). *Digital marketing*. Pearson UK

## DISCUSSION SECTION SCHEDULE

**Discussion section details: (All between weekly lectures; no sections on week 1, 12, or 15)**

We 9:55 AM - 10:45 AM – 2195 Vilas – Sec 301  
We 11:00 AM - 11:50 AM – 2195 Vilas – Sec 302

Th 9:55 AM – 10:45 AM – 5055 Vilas – Sec 303  
Th 11:00 AM – 11:50 AM – 5055 Vilas – Sec 304

### **Week 1: No Discussion**

### **Week 2: Intro to Discussion Section and Group Project – Assignment to Agency Teams**

Introduction to discussion, TA, and classmates

Group project overview and discussion of roles and responsibilities

Discussion of clients and nested nature of brands (a benefits card, under a loyalty program, under a hotel)

Assignment to agency teams:

- Share contact information
- Agree on meeting times
- Determine file sharing system
- If time permits, discuss goals/expectations

### **Week 3: IMC and Agency Structure**

Discuss marketing mix and role of promotion in 4 P's"

Discuss elements of integrated marketing communications

Get in agency teams and discuss agency structure

- Discuss different agency models
- Discuss availability and expectations of different approaches
- Decide on an agency structure and agency name.
- Discuss research plan for data gathering
  - Client Background (from briefing, media, annual reports, the Internet, etc. - all)
  - Historical Trends (recent industry and market changes - Research Director leads)
  - Consumer Analysis (consumer profiling and interviews - Research Director leads)
  - Brand Analysis (client's brand, and competing brands - Account Director leads)
  - Media Usage Analysis (audience analysis w/ Simmons data – Media Director leads)
  - Category Creative Analysis (print, video, & digital analysis – Creative Director leads)
  - Public Opinion (stakeholder and event analysis – PR & Promotion Director leads)

### **Week 4: Research and Account Planning**

Discuss different marketing databases introduced in the virtual lecture

Map the databases onto the research plan for gathering brand, industry, consumer and market insights

Discuss what kinds of important insights can't come from databases

Brainstorm strategies for gathering unique consumer, brand, and marketplace insights

Review Simmons OneView

- Discuss content of overview, sampling, and results videos
  - [go.wisc.edu/simmonsoverview](http://go.wisc.edu/simmonsoverview)
  - [go.wisc.edu/simmonssample](http://go.wisc.edu/simmonssample)
  - [go.wisc.edu/Simmons results](http://go.wisc.edu/Simmons%20results)

Review prepared 2022 Simmons Runs

- Review and discuss the runs as a team

Review Infegy Atlas

- Discuss content of social monitoring features
  - <https://www.youtube.com/watch?v=a2itwduCXuk>
  - <https://www.youtube.com/watch?v=jcjcIXKMY1k>
  - [https://www.youtube.com/watch?v=OoKn5q\\_s1r8](https://www.youtube.com/watch?v=OoKn5q_s1r8)

Review prepared 2024 Infegy Atlas Runs

- Review and discuss the runs as a team

Discuss Plan for Accessing Simmons and Infegy Atlas for custom runs

- Plan off-hours access and sub-sample and more details media runs

### **Week 5: The Law, Ethics and Process of Consumer Targeting/Insights**

Discuss legal and ethical issues in advertising

- Consider legal and ethical issues of advertising representations
- Delve into additional ethical scenarios and issues of consumer targeting

Get in agency team and discuss research progress

- Discuss research updates from team members
- Discuss next steps in research process
- Discuss holes in research insights you need to fill
- Discuss elements of SWOT and Key Insights

**Coordinate to consolidate draft of situation analysis - Due in class on Thursday**

### **Week 6: Psychology of Campaign Strategy**

Discuss social psychological theories and process of message effects

- Brand associations and mental mapping of your brand

Discuss different campaign objective – sales vs communication

- Formulate goals for the current campaign
- Connect psychology of message effects to campaign goals

Discuss the differences between prospects and targets

- Consider prioritizing prospects and determine target audience

Discuss the concepts of positioning, messaging, and branding

- Apply these concepts to your client and consider options

### **Week 7: Refining Situation Analysis and Developing Campaign Strategy**

Receive feedback on draft of situation analysis and consider refinements

- Discuss approaches to addressing limitation to revise the draft
- Discuss implications for the development of campaign strategy

Define core campaign strategy elements for your brand

- Objectives (what you want to accomplish? – tangible goals).
- Targeting strategies (whom you are trying to reach? – prospects vs targets)
- Competitive advantage (what differentiates your product or service?)
- Brand personality (what traits define your brand?)
- Positioning of brand (how is your brand understood vs. competition)
- Geographical strategies (where you concentrate your media, PR and promotional resources)
- Seasonal strategies (when you market the product)

Apply Springboard technique to begin developing creative brief for your client

- Creative Brief bridges Campaign Strategy to Creative Plan]

### **Week 8: Press Conference Scenarios and Planning**

Discussion of Public Relations Strategies and Tactics

- Management of Public Opinion and Reputation
- Management of Crisis Communications

Discuss Crisis Communications Scenarios and Action Plans

- Break into “role” teams to execute response

### **Week 9: Refining Campaign Strategy**

- Revisit Campaign Objectives – Are they achievable?
- Revisit Primary and Secondary Targets – Are these your best prospects?
- Revisit Timing – What time of the day, week, month, and year?
- Revisit Geography – Are you emphasizing national coverage or regional markets?
- Confirm Positioning – How can you best leverage your brand’s relative standing?
- Detail Brand personality – What are the deeper human characteristics of your brand?
- Reflect on Competitive Advantage – What really differentiate your brand?

**Coordinate to consolidate draft of campaign strategy - Due in class on Thursday**

### **Week 10: Media Planning Workshop**

Review media strategy and planning concepts

- Aperture – optimal level of exposure
- Reaching the target – media vehicle selection
- Geography – balance between national and spot markets
- Timing: what time of day, week, month, and year to advertise
- Duration: how long to advertise and the scheduling strategy
  - Flighting, pulsing, and continuity

Confirming media selection with subsample runs and deeper media selection

Review strengths and weaknesses of different advertising media

**Workshop:** Learning to use the media planning spreadsheets and flowcharts

Media allocations to impact, digital, and traditional media

Scheduling of purchased media and flowchart visualization

### **Week 11: Creative Messaging and Branding**

Receive feedback on campaign strategy and reflect on implications for creative plan

- Discuss approaches to addressing limitations to revise the draft
- Discuss implications for the development of creative, media, and PR/promotions

Discuss innovative creative formats such as edutainment, disruptive PR, viral and ambient

Consider the power of video and the options for video outside of broadcast advertising

Discuss copywriting and storyboarding for radio/video ads

Discuss options for web and print advertising and creative options

In agency teams, discuss creative concept driving broadcast, outdoor, digital, and print

- How does the creative concept work across executions? Is it “refreshable”?
- Discuss media planning and buying to align with creative executions
  - e.g. print ads to match magazine purchase

- Discussion integration of logo, tagline, and direct response features in messaging

### **Week 12: Promotion and Interactive**

Review consumer and trade promotion options

Discuss viral and buzz marketing tactics

Consider SEO and SEM opportunities

Explore existing and emerging social media options

- Break into agency teams and apply these concepts to campaign tactics
- Consider promotional opportunities that reinforce campaign themes
- Consider options that might build buzz/viral and integrate into campaign
- Discuss how you plan to use digital, SEO, SEM, and social media

### **Week 13: No discussion - Thanksgiving Break**

Note that the remaining sections of the campaign plan are due Tuesday after holiday.

### **Week 14: Assembling the campaign plan and the pitch deck**

Discuss social marketing and health interventions

- Consider how marketing communication principles are being used for health promotion
- Consider how these same principles can be extended to political marketing and campaigns
  - We will explore this in more detail next week

Get into agency teams and discuss plan for assembling campaign plan book and pitch deck

- Divide remaining task for smooth assembly of final plan book
  - Design/layout of book
  - Proofing of book
  - Layout of book
  - Citations and references in book
  - Visual / graphical elements in book
- Begin planning the transfer of key elements to pitch deck
  - Design/layout of the pitch deck (match book)
  - Synthesis of core campaign elements
  - Determine order of presentation and outline/script pitch
  - Remember your presentation must be under 10 minutes
    - We will cut you off if you are more than 30 second over.

### **Week 15: No discussion – TAs will have extended office hours for individual and team meetings**