

SYLLABUS: COMM 2331

STRATEGIC COMMUNICATION PRINCIPLES

FALL 2024 ONLINE, ASYNCHRONOUS

3 CREDIT HOURS

Instructors

Dr Sara Grady (grady.367@osu.edu)

Office hours (online): Tuesday 12-2 PM on Zoom (link on Carmen) or in-person by appointment

I am always happy to help to students, and I hope you'll reach out any time. BUT, I also have responsibilities outside this class (and I know you do, too). I try to respond to emails within 1-2 working days (M-F, 9-5). Plan ahead to get the input you need long before deadlines come around!

TA: Lucy Brown

Office hours (online): Friday 2:15-3:15 PM on Zoom (link on Carmen) or in-person by appointment

Materials

This fully online class requires access to Carmen. The textbook is provided in Carmen via CarmenBooks. Any additional readings/videos/content will be supplied in the Carmen modules. Details on the book and software we use are in the IT section toward the end of this document.

Course Overview

This course introduces students to the general field of strategic communication, with an emphasis on integrated marketing communications, message design, and advertising. The course is a basic survey course that covers a wide-range of theory, practice, and research methods associated with strategic communication. It is divided into three units. The first unit is dedicated to the foundations of Integrated Marketing Communications. The second unit focuses on consumer behaviors, message processing, and message creation. The third unit centers around the implementation of IMC messages across channels. By the end of the course, students should be able to have a broad overview of the strategic communication and advertising industries, basic practices, and associated social and ethical issues.

This class can be used to meet a General Education (GE) requirement. Details of how the course content meets specific ELOs can be found toward the end of this document.

Course goals

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

Overview of this Document

- Course, Assignments & Grades (including deadlines)
- Attendance, Grading Policy & Make-ups
- Necessary Tools & IT
- The Fine Print (policies, etc. incl making accessibility requests and using AI in class)

Contacting us/us contacting you

Contacting us (including about grades)

In general, I and the TAs will do everything we can to be available to students during business hours (M-F, 9-5). Feel free to email us, ask to set up a zoom, or even schedule an appointment to come into office and talk. We will try to get back to all messages within a *business* day or two.

You can work on this class whenever you want to around your other commitments, provided you meet the deadlines. I also work on this class around other demands and responsibilities, which means I do not generally check emails in the evening or on the weekends, nor do I expect the TAs to do so.

Plan ahead! Make sure you get your questions answered a few days before a deadline so you feel prepared and can submit your best work, even if our work schedules and yours don't match up.

Quiz & discussion grades will usually take about a week to post online. In a large class like this, papers and exams can take 2-3 weeks.

Us contacting you

We will primarily send out information and updates via Carmen announcements, and occasionally through Carmen mail. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages. Make sure you check this regularly (every couple of days at least), and if you prefer, you can set up for Carmen emails to be forwarded to the inbox of your choice for easy monitoring.

Grades & Assignments

Course structure

This course is divided into three units. Each unit will include:

- quizzes
- discussion boards
- a short paper (only Units 1 & 2)
- exam
- reflection

Every unit is broken down into weekly modules on Carmen. Use these to keep track of all your assignments, readings, etc. Modules and assignments will close on their posted deadlines.

Original discussion posts are due Wednesdays at noon. Papers, quizzes and discussion replies are due at noon on Fridays. Exams close at midnight. In general, modules will open one week before these deadlines, and you can submit work anytime up to the deadline.

How you'll succeed

- Plan for ~6hours of work a week for a 3-credit online class to get a C.
- Keep a routine.
 - Set aside time to do this work every week to avoid overloading yourself and stressing out as deadlines/exams approach.
 - This includes checking Carmen modules every week for updates/announcements
- Do the work
 - Watch lectures and other videos/media
 - Read the book and articles in each module –watching lectures will not be enough!
 - Participate fully & thoughtfully in discussions (see civil discourse policy in the Fine Print below)
 - Complete all quizzes, assignments and reflections on time
 - Study and do your best on every exam
 - Complete extra credit if you want to/have capacity
- Ask for help when you need it. Come to office hours. Check in with us.

Points & Grades

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

*The lowest discussion score will be dropped. The lowest two quiz scores will be dropped. Extra credit options are outlined below.

Grading scale

93–100%: A

90–92.9%: A-

87–89.9%: B+

83–86.9%: B

80–82.9%: B-

77–79.9%: C+

73–76.9%: C

70–72.9%: C-

67–69.9%: D+

60–66.9%: D

Below 60%: E

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

Assignments

Discussion posts (10 points x 9)

Weekly discussions are intended to help students draw connections between themes and topics for the week. **The lowest discussion score will be dropped at the end of the semester.**

Your contributions in this course are important and valued. You bring your unique background, personality, opinions, and knowledge. I encourage you to share with others to the extent you feel comfortable and ask that you listen to your peers, so you not only learn about them, but you also grow as a teacher, and as a human being. You belong here. This space is designed for us to learn from each other, and I hope you embrace it!

Original Posts (5 points) – DUE WEDNESDAYS AT NOON

ALL posts include specific examples and evidence (vague posts that don't really say anything get a zero).

Excellent posts have a minimum of two paragraphs that thoroughly address the entire discussion assignment, using citations from readings and lectures to provide evidence.

Responses to two peers (2.5 points each) – DUE FRIDAYS AT NOON

ALL posts include specific callbacks and connections to the original post content.

Excellent work provides a paragraph of direct response specifically addressing the insights in the peer's post and substantially adding to the conversation.

Learning Quizzes (5 points x 10) – DUE FRIDAYS AT NOON

Weekly quizzes provide a low-stakes opportunity to quiz the student's knowledge of the materials and readings of the week. Each quiz is 15 minutes with 5 multiple choice/true-false questions.

Each quiz can be taken 3 times (but repeat quizzes will pull different questions from the item bank). The best score is kept. **The two lowest quiz scores will be dropped at the end of the semester.**

Papers (50 points x 2) – DUE FRIDAYS AT NOON

Unit 1: SWOT Analysis

SWOT Analysis assesses the Strengths, Weaknesses, Opportunities and Threats of an organization (covered in week 3). Students will identify these elements and provide a summary and synthesis of the strategic position and brand status that discusses how you leverage strengths and minimize weaknesses to take advantage of opportunities and address threats identified.

Unit 2: Ad Strategy Memo

Students evaluate an advertising campaign as if they were working for a competing agency. Students identify elements such as branding, sources, audience, structure, and strategy. Students then evaluate the effectiveness of the campaign. Paper is 2-3 double spaced pages using APA.

Exams (100 points x 3) – ON FRIDAYS, CLOSE AT MIDNIGHT

Questions will be multiple choice, true/false, and short answer format with a focus on application of the materials. The questions will be pulled from a question bank, with each student receiving the same number of questions on each topic.

Exams 1 and 2 will be open for a 24 hour period. Exam 3 will be open for 48 hours to help students who may have multiple final exams on one day.

The textbook and notes may be used, but it will be extremely difficult to look up each item within the allotted time period. Exams are timed at 100 minutes each with an average time of 2.5 minutes per multiple choice or true/false question and 5.5 minutes for short answer questions.

Unit Reflections (10 points x 3) – DUE FRIDAYS AT NOON

Reflect upon thoughts, feelings, and experiences as a learner during each unit, following specific prompts. Reflections will be roughly 1-2 PAGES long single spaced or 3 pages long double spaced (*not including the prompt text*). Full points require thoughtful, considered, and detailed responses to all prompts.

Extra Credit Options

Press Release Assignment (up to 5 points)

Students will be provided with the information and tools to write a fictional press release for a strategic communication campaign. Details will be provided during the PR Module.

C-REP (Communication Research Experience Program) Credits (up to 3 points)

C-REP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. Participation can take the form of:

- Completing three hours of C-REP research studies, OR
- Completing three C-REP alternative assignments, OR
- Completing a combined total of three credits of studies and alternative assignments.

You should NOT wait until the last minute to sign up for participation. It is wise to complete this as early as possible, when demands on your time are the lightest. Please take the time to read the detailed C-REP Student Guide posted on the course website listed under Important Documents/Links. Please direct any questions regarding C-REP to Jessica Ryu (ryu.205).

Course schedule (tentative & subject to change)

Week	Week start	Topic	Content & Readings to complete	Assignments & Projects	Research Questions w/ Key Concepts & Theories	ELOs
Unit 1						
1	8/20	Introduction & Welcome	Syllabus & policies Book Ch 1 Lecture videos	Quiz Sign-up for discussion group	<i>Introduction</i> This week will center around becoming acquainted with the course and the basic concepts of strat comm, marketing, etc. <i>Topics:</i> The 4 Ps, IMC, branding	GE 1.1
2	8/26	Branding & Target Marketing	Book Ch2 Lecture videos	Quiz Discussion 1 - Branding	<i>Targeting audiences, markets & strategy</i> The building blocks to creating a brand and how to determine who the target market should be will be studied. <i>Topics:</i> Target marketing, brands- equity, positioning, cues/elements, promotional strategies	GE 1.1 LE 2.2
3	9/2	Persuasion Industries/ SWOT Analysis	Book Ch 3 Film: <i>The Persuaders</i> 55:00 SWOT article & video AI in strat comm careers readings	Quiz Discussion 2 - The Persuaders	<i>Professional Practice</i> We will watch the documentary "The Persuaders" to preview the types of jobs available in IMC and how they use the principles we have learned thus far. <i>Topics:</i> In-house advertising vs. agency, SWOT	GE 1.1 LE 1.2
4	9/9	Research & Evaluation	Book Ch 18 Lecture videos Videos: commercials	SWOT Analysis paper	<i>Campaign Evaluation & Effectiveness</i> IMC professionals test their efforts at every step in the process. This week, we will look at how and why they test at different steps. <i>Topics:</i> Qualitative research, quantitative research	GE 1.1 GE 1.2
5	9/16	Social, Ethical, Economic Aspects	Book Ch 20 Film: <i>Consuming Kids</i> - 1:06:05 Lecture videos Video: The Daily Show (4:03) Article: AdAge article Article: AdAge blog	Quiz Discussion 3 - Consuming Kids	<i>Persuasion & Ethics</i> This week we will explore some past and current ethical issues for IMC professionals, including stereotyping, sexism, and marketing to children. The film Consuming Kids provides a view into what happens when marketing becomes a part of the childhood experience. <i>Topics:</i> Double transaction, promotion power, stereotypes in advertising, deregulating children's advertising	LE 1.1
6	9/23	Exam 1	Exam Review Study Guide Exam Review Session optional (time/date posted on Canvas)	Exam 1 on Friday		GE 1.2, 2.1

Week	Week start	Topic	Content & Readings to complete	Assignments & Projects	Research Questions w/ Key Concepts & Theories	ELOs
Unit 2						
7	9/30	Consumer Decision Making & Communication Processes	Book: Ch 4 AND 5 Film: <i>Hacking Your Mind</i> 55:56 Lecture videos Video: Selective Attention 1:22	Unit Reflection 1 Quiz Discussion 4 – Mind Hacking	<i>Consumer Thinking</i> We are going to walk through the cognitive processes that consumers go through when deciding when or what to purchase. We will also look at how persuaders use our data to “hack” our decision making processes. <i>Topics:</i> Parallel consumer processes, cognitive dissonance, multi-attribute attitude model, Online model, Operant conditioning, Classical conditioning	GE 1.2 GE 2.2 LE 2.1
8	10/7	Fall Break				
9	10/14	Audience Processing & Cognition	Book Ch 4, 5: Pgs. 110-173 Lecture videos	Quiz Discussion 5 – Stereotyping	<i>Message Processing</i> This week we will look at what audiences think about when they see a persuasive message. We will look at how, when, and why audiences pay attention to an IMC message. <i>Topics:</i> Encoding, the Semiotic perspective, AIDA mode, Hierarchy of effects model, Innovation adoption model, Information processing model, Learning model, Affinity model, Rational model, Grudging acceptance model, Dissonance model, Elaboration Likelihood model	GE 1.2
10	10/21	Source, Channel, Message	Ad Strategy Memo Intro Book Ch 6 Lecture videos	Quiz Discussion 6 - Messages	<i>Message & Source</i> Have you ever purchased something because of a celebrity endorser or an expert opinion? This week, we will look at how sources like celebrities or experts are used to persuade. We will also look at how IMC professionals decide where to place these messages. <i>Topics:</i> Direct source, indirect source, source attributes, message structure, message appeals	GE 2.1
11	10/28	Message Design & Strategy	Book Ch 8 AND 9 Lecture videos	Ad Strategy Memo Due	<i>Appealing to your target audience</i> IMC professionals spend a lot of time (and money) on branding, but it won't work if the audience isn't listening. We will look at how to craft the best possible message to gain audience attention. <i>Topics:</i> Major selling idea, Unique selling proposition, Message strategy, Rational appeals, Emotional appeals	GE 1.2 GE 2.1
12	11/4 electi on	Exam 2	Exam Review Study Guide Exam Review Session optional (time/date posted on Canvas)	Exam 2 on Thursday	Exam is NOT cumulative.	Exam 2

Week	Week start	Topic	Content & Readings to complete	Assignments & Projects	Research Questions w/ Key Concepts & Theories	ELOs
Unit 3						
13	11/11	Product Placement	Article: Davtyan & Cunningham (2017) Film: <i>The Greatest Movie Ever Sold</i> 1:30:00	Quiz Discussion 7 – Product Promotion Unit 2 Reflection	<i>Product Placement & Branding</i> Many of us have watched a movie or tv show that also seems to double as a commercial for a brand. Our lecture and film for this week look at how professionals work with the entertainment industry to place familiar brands in your shows, movies, & video games. <i>Topics: Product placement, branded entertainment</i>	GE 2.2
14	11/18	PR & Corporate Advertising/ Digital Marketing	Article: PRSA What is PR? Article: Forbes What are PR Agencies? Article: J&J PR Case Study Film: <i>The PR Function</i> -20:00 Lecture videos	Quiz Discussion 8 - Future of PR	<i>Public Relations</i> The film <i>The PR Function</i> provides a view of the public relations aspect of IMC and the roles of PR professionals. We will continue with discussion of PR roles and the importance of PR to the overall brand. <i>Topics: Definition of PR, Employee relations, Media relations, Government relations, Community relations, Consumer relations, Traditional Public Relations model, Dynamic Public Relations model</i>	LE 2.3
15	11/25 T'giving	Social Media Marketing & Media Planning	Book Ch 15 Film: <i>Generation Like</i> 53:00 Lecture videos	DUE MONDAY INSTEAD 12/2, Happy Thanksgiving! Quiz Discussion 9 - Social Media	<i>Social Media and Traditional Media</i> Social media has been more than a format change. We will look at how to use IMC when the target audience is now a potential marketer. We will also look at where and when to use more traditional methods over or in-conjunction with social media. <i>Topics: Interruption-Disruption model, consumer motives, viral marketing, word of mouth, social capital, Brand development index, Category development index, continuity, flighting, pulsing, reach, frequency, clutter, ratings, share</i>	LE 1.2
16	12/2	Last week of classes	Exam Review Study Guide Exam Review Session optional (time/date posted on Canvas)	EXAM 3 IS ON THURS 12/5 AND FRIDAY 12/6 Course & Instructor Evaluations Reflection 3 (extra credit due)	EXAM IS CUMULATIVE THE END!	GE 1.2 GE 2.1 GE 2.2
17	12/9	Exam Week	You're done!			

Attendance, Grading Policy & Make-ups

This class is entirely online and asynchronous. Which means there are no attendance or participation points, just weekly assignments.

Everyone will get to drop two quizzes and a discussion post, so the ability to miss a week without it harming your grade (for the flu, a job interview, or a family event) is already baked into the class.

But sometimes bigger emergencies happen. I want you to succeed. I want you to show me you know the material and can apply it. If life gets in the way of meeting your weekly deadlines, it is your responsibility to contact **LUCY** immediately to make arrangements (brown.8728). We may need to ask for documentation etc., especially for an extended absence (e.g., in the case of a bereavement or major illness) in accordance with university policy.

Make-up requests

Falling behind? Feeling overwhelmed? I get it. Life happens. In general, I'm fine with students needing an extra day or two to balance school, work, and life that happens when a major deadline is coming. But these requests must be made before the deadline. **DO NOT** assume work can be made up after a deadline without getting approval from us first. Reach out as soon as you start struggling and we'll help make a plan together.

Accommodations and alternative arrangements will be made on a case-by-case basis once the request has been approved.

Note that make-ups are not available for quizzes or discussion posts. When these are closed they are closed, that's why you get to drop some.

Policy for submitting assignments

- Technical malfunctions at the last minute, getting called in to work on the due date, etc. are not considered excused. Assignments are open for at least a full week and may be completed any time in that week. Do not wait until the last minute.
- Quizzes and exams are open for a duration of time and the window in Carmen will close when it ends. The quiz or exam will not be re-opened unless University or medical documentation is provided.
- Discussions will be eligible for partial credit if the initial post is late but the responses are on time. At the response-post due date, the board will close and will not be re-opened. Students unable to participate in the discussion should follow the makeup procedure listed below and request an alternate assignment.
- Written assignments will be assigned early and expected to be turned in (and fully uploaded) on time at NOON EST on Fridays. Without a make-up request on file, a 20%

deduction will apply for late submissions. There will be a 20% deduction for every day the submission is late. No submissions will be accepted after 4 days without University or medical documentation. It may take some time for your file to upload. Files that upload past the submission point will be considered late. Please plan accordingly.

Grade Appeals

You earn grades, I do not give them. If you are dissatisfied with your grade on your papers, you have the opportunity to submit an appeal – see instructions below:

1. Write a short statement describing where and why you deserve more points. Simply asking for more points, verbally or in written form, is insufficient. You must justify why your grade does not accurately reflect your work.
2. Email me your written statement no later than the ONE week after your work was graded and posted on Carmen (along with the assignment, if applicable).
3. In this email, acknowledge in writing that you will accept whatever grade you receive on the re-grade, even if it is lower. I train my TAs to be supportive and give students the benefit of the doubt when they are wavering between two scores. I am generally less lenient and will stick to the rubric in all reassessments.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Necessary Tools & IT

What you'll need:

IT

This course is 100% fully online. You will need a computer and internet access--a phone or tablet won't cut it (see technology details below for specifics). If you don't have access to these tools let us know asap and we'll help make arrangements.

The class is asynchronous format with no required in-person or live meetings. Optional live exam reviews will be conducted via CarmenZoom, but recordings will be made available afterward.

Textbook

The textbook being provided via CarmenBooks*. Access this eBook through the CarmenBooks reader link in Carmen.

Belch, G. & Belch, M. (2021). *Advertising and promotion: An Integrated Marketing Communications Perspective* (12th Edition). McGraw Hill.

Unless you choose to opt-out of the program, you do NOT need to purchase any materials for this course at the bookstore.

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

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

Course technology & troubleshooting

Technical difficulties?

Remember that you can call **614-688-HELP** at any time if you have a technical problem.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

Tools we use:

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment & software

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
 - Word processor with the ability to save files under .doc, .docx. OSU students have access to Microsoft Office products [free of charge](#). To install, visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

The Fine Print: policies for conduct

Discussion and communication guidelines

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

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

Emails, items turned in to Carmen (discussions, assignments, etc.) and social media posts that are disruptive to the proceedings of class or threatening (implicitly or explicitly) toward students, teaching assistants or instructors, violate the Student Code of Conduct and may be reported to the Office of Student Conduct.
- Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Diversity, Inclusivity & Communication

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

Our policy on diversity describes an ethical obligation we have to each other in this course—and outside of this course as well. Sometimes, in this class, we will disagree with one another. The root of the disagreement may be cultural, or it may be related to other aspects of our personal identities and values, but no matter what the root of the disagreement may be, I hope that our discussions and disagreements can remain respectful and tolerant of these differences. Done well, disagreement can actually be a way to show that you care about one another's values and beliefs, and that you are open to revising your own!

When you disagree with other students in the class or with me, I ask that you try to do so in a respectful, understanding, and productive way. When others disagree with you, I ask you to be patient, open minded, and willing to listen. Being understanding and tolerant of others is a

crucial communication skill that can make you a more persuasive and effective communicator, but it is also a skill that we need to learn and practice. If one of us makes a mistake or causes offense, I hope that we can work together to help educate one another about one another's identities and values and become more tolerant and respectful people.

I hold myself to these same standards. If you feel disrespected, uncomfortable, or discouraged from participating in the course for any reason, I encourage you to speak with me, so that we can work towards improving the classroom environment. In addition to these standards, we should hold each other to the standards on diversity set by the university.

Harassment, discrimination or misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Academic integrity policy

Policies for this online course

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

Academic Misconduct

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



AI use (& misuse)

Generative AI (the kind that spits out text or pictures based on a prompt, like ChatGPT, Co-pilot or Dall-E) is all over the news. It's an important and developing tool to understand both as students and future professionals (some of which we'll cover in class).

Because you will best accomplish the goals of this course by undertaking all activities and assessments without AI assistance, you are not permitted to use any AI tools in this course. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's Academic Integrity policy and Code of Student Conduct because the work is not your own. The use of unauthorized GenAI tools will result in referral to the Committee on Academic Misconduct. If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question.

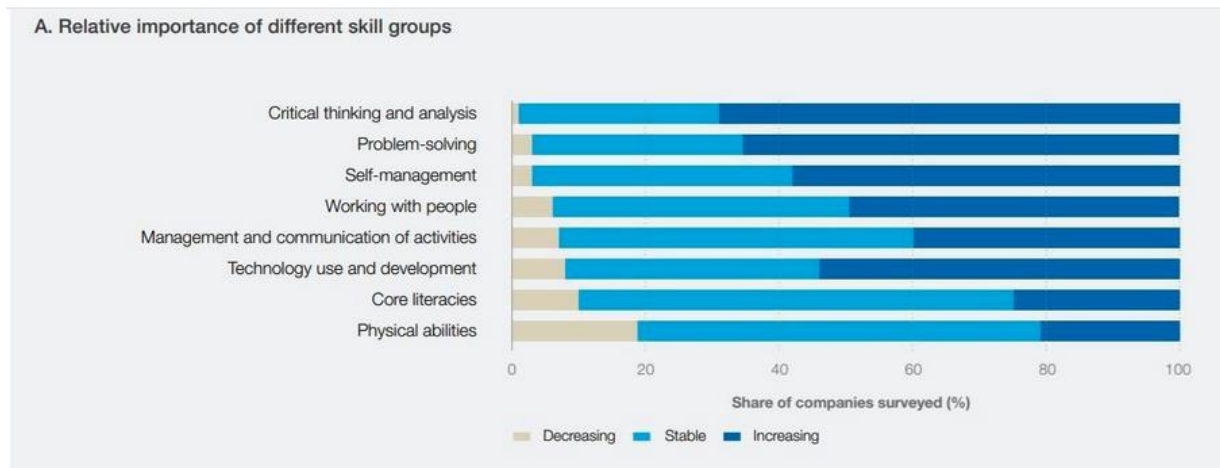
Some of the tools and uses that are most likely to be an issue in this course, and which you should especially avoid include using any generative AI or LLM tool (ChatGPT, Copilot, Claude) to compose or craft milestones, papers or discussion posts.

If you are uncertain about any part of this policy or its application to any assignment or activity in the course, consult with me before proceeding.

If you feel you need to use GenAI for translation for example, please contact me first. If you have any other questions regarding this course policy, please contact me.

But why though?

1. AI-generated work is full of hallucinations and errors, and rarely does a good job being precise and critical the way I am asking you to. Don't outsource to subpar solutions.
2. **If everything I asked you to do can be done as well or better by AI, why would anyone hire you?** You need to make sure you have skills that make you valuable – and that includes communication and critical thinking skills. These are the things your assignments are designed to help you practice. Don't believe me that it matters? Here's the World Economic Forum projections for necessary job skills:



Perceived skills and skills groups with growing demand for 2025.

Image: World Economic Forum

I'm not asking you to do busy work or waste your time. I would use shortcuts for that too.

But the tasks in this class are for a reason. If after a few weeks you disagree with me on that, bring it up in your Reflections or come to office hours. I'm absolutely happy to chat about this and what you think will help you learn best.

Encouraging an optimal learning experience

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

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

General Policies & Resources

Accessibility accommodations for students with disabilities

Requesting accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Student Academic Services

Arts and Sciences Advising and Academic Services' website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic

standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>

Student Services

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <https://online.osu.edu/student-services-benefits>

Copyright Disclaimer

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

Title IX

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

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

COVID-19 and Illness Policies

COVID-19 Accommodations. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by

Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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

Course description & learning outcomes

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

This course introduces students to the general field of strategic communication from a business perspective, with an emphasis on integrated marketing communications, message design, and advertising. The course is a basic survey course that covers a wide-range of theory, practice, and research methods associated with strategic communication. It is divided into three units. The first unit is dedicated to the foundations of Integrated Marketing Communications. The second unit focuses on consumer behaviors, message processing, and message creation. The third unit centers around the implementation of IMC messages across channels. By the end of the course, students should be able to have a broad overview of the strategic communication and advertising industries, basic practices, and associated social and ethical issues. Specifically students will:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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