SYLLABUS: COMM 2331
STRATEGIC COMMUNICATION PRINCIPLES
FALL 2025 ONLINE, ASYCHRNONOUS 3 CREDIT HOURS

Instructors

Dr Sara Grady (grady.367@osu.edu)
Office hours: Thursday 2-4pm, or by appointment (see link & info on Carmen).

Teaching Assistant: Yuxin Li (li.15058@buckeyemail.osu.edu)
Office hours: see Carmen

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

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 (include 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.

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.

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

Grades & Assignments

Course structure

This course is divided into two halves. Each unit will include:

- **Small assignments**
  - quizzes
  - discussion boards
  - self-reflection
- **Large assignments**
  - group project milestone
  - exam

Each 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.

In general, modules will open one week before these deadlines, and you can submit work anytime up to the deadline.

Original discussion posts, quizzes, papers, presentations and all assignments are due Fridays at 5pm. Discussion replies are due Mondays at 5pm. Exams close at midnight.

NOTE: AI is not allowed on any assignments except those where it is explicitly discussed in the assignment guidelines. Details of this policy (and explanations why) are in the policy section at the end of this document.

How you'll succeed

- Plan for ~9hours of work a week for a 3-credit online class to get a C.
  - Most weeks, this breaks down to 2-3 hours of lectures and "in-class" activities (like quizzes/discussions) and 5-6 hours of reading and homework, but this can vary week to week.
  - Some assignments, like group projects, will meet this threshold only if you divide them over multiple weeks. If you try to cram it all in on one week, it will be a lot more than 3 hours. So always plan ahead and know where you are at with major assignments so you're not caught out at the last minute.
- 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 few days for updates/announcements
- Do the work
  - Watch lectures and other videos/media
  - Read the book and articles in each module – watching lectures is not enough!
  - Participate fully & thoughtfully in discussions and group work (see policies)

- o Complete all quizzes, assignments and reflections on time
- o Study and do your best on every exam
- o Complete extra credit if you want to/have capacity
- Be a good team member.
  - o This class is partly based on group work.
  - o I expect many of you have the obligatory "Ugh, I hate group work" reaction. I get it, but group work is important – and a central part of this course and most careers. Your contribution to your group will largely determine the success of your time in this class. And as a result, part of your grade be determined by your peers' assessment of your contributions during the semester (see below)
- 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	6 *	50
Group Project - 3 discussions (3x15) - SWOT analysis (45) - Final pitch (75) - Teammates' evaluation (25)	190	1	190
Exams	125	2	250
Reflections	10	2	20
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	80–82.9%: B-	70–72.9%: C-
90–92.9%: A-	77–79.9%: C+	67–69.9%: D+
87–89.9%: B+	73–76.9%: C	60–66.9%: D
83–86.9%: B		Below 60%: E

Please note: Carmen Canvas does not round fractions up. I do not manually round up grades. There will be opportunities for extra credit for students who choose to earn additional points.

Assignments

Discussion posts (10 points x 6)

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 FRIDAYS AT 5pm

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 and all points raised, using citations from readings and lectures to provide evidence.

Responses to two peers (2.5 points each) – DUE MONDAY AT 5pm (unless it's a Monday holiday, then it's Tuesday)

Posts should include specific callbacks and connections to the original post and advance the conversation by bringing new ideas, insight and course content into the mix.

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

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.**

Project (190 points)

This project is a mock case study. You'll use the ideas, concepts ,and theories from class to analyze a real company/organization's branding and IMC efforts. It is broken into several smaller assignments, building toward your final presentation. At the end of term, you'll analyze what they have been doing, and your recommendations for their brand efforts going forward.

Yuxin is the administrator for your team projects, so concerns, questions and problems should be directed to her. Note that each team should have a group representative who's responsible for coordinating with us and reporting back (so we don't get 5 emails about the same thing, or every one thinks someone else asked us). You'll figure out these roles when we start our projects.

Note: group assignments and organizations are assigned at random. This mirrors the common dynamics of the entry-level workforce: you never know who your colleagues will be when you are hired in a new job, and clients are assigned to teams by management.

Group Discussions/Analysis (15 points x3) – Original post FRIDAYS AT 5pm, Responses MONDAYS at 5pm

These work like the discussions above. For the first two, you'll bring your own insight and ideas to the conversation then respond to groupmates as you each do research and analyze your target brand/organization.

The final one is private and won't be seen by other group members. This will include a self-reflection on the project and what you learned.

SWOT (45 points) – DUE FRIDAY AT 5pm

SWOT Analyses assess the Strengths, Weaknesses, Opportunities and Threats of an organization (we'll cover this in class). Details provided in the assignment guidelines and rubric.

Final Project (75 points) – DUE FRIDAY AT 5pm

Group evaluate the current IMC strategies of the assigned client and propose new area for potential development. Details provided in the assignment guidelines and rubric.

Team Evaluations (25 points) – MONDAY after project submitted, 5pm

Group work is a tricky balance. The final part of your project grade is based on peer evaluations: you'll evaluate all your team members contributions, and all team members will evaluate yours. Being a good, responsive, productive, helpful team member is rewarded. Note: this isn't going to evaluate how much you *like* people, but how evenly the work was distributed. If you show up, deliver on your commitments, and all pull your weight, you have nothing to worry about.

Exams (125 points x 2) – 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 will be open for a 24 hour period. If students have multiple other final exams on the assigned day, an alternative day can be arranged in advance.

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 for an average time of 2.5 minutes per multiple choice or true/false question, so expect that you'll need to be able answer most of them without referring extensively to your notes!

Exams run through the HONORLOCK extension (in Google Chrome), on a laptop or desktop. HONORLOCK WILL NOT WORK ON A PHONE OR TABLET. Download Chrome and the extension well before test day to make sure everything is working properly and save yourself stress. (Instructions and more information on are Carmen)

If you don't have access to a computer that meets the criteria in the instructions below, reach out to the TA asap and we'll help find you an alternative.

Unit Reflections (10 points x 2) – DUE FRIDAYS AT 5pm

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 and contact the CREP coordinator with administrative questions (see Carmen for their info).

Course schedule (tentative & subject to change)

Week	Week start	Topic	Content & Readings to complete	Assignments & Projects	Research Questions w/ Key Concepts & Theories	ELOs
1	8/25	Introduction & Welcome	Syllabus & policies Book Ch 1 Lecture videos	Quiz Group intros	*Introduction* This week will center around becoming acquainted with the course and the basic concepts of strat comm, marketing, etc. *Topics:* The 4 Ps, IMC, branding	GE 1.1
2	9/1	Branding & Target Marketing	Book Ch2 Lecture videos Coca Cola Case Study	Quiz Discussion - Branding Project planning session	*Targeting audiences, markets & strategy* The building blocks to creating a brand and how to determine who the target market should be will be studied. *Topics:* Target marketing, brands- equity, positioning, cues/elements, promotional strategies	GE 1.1 LE 2.2
3	9/8	Persuasion Industries & PR	Book Ch 3 PRSA, Forbes Articles on PR J&J PR Case Study Film: *The Persuaders* 55:00 Film: *The PR Function* -20:00 Lecture video	Quiz Project Discussion – Mapping IMC assets	*Professional Practice* Watch two short films to preview the types of jobs available in IMC and how they use the principles we have learned thus far Watch and read about contemporary PR practice and how it is similar/different to other aspects of IMC *Topics:* In-house advertising vs. agency, crisis communication, various publics and stakeholder groups, Definition of PR, Employee relations, Media-Government-Community-Consumer relations, Traditional Public Relations model, Dynamic Public Relations model	GE 1.1 LE 1.2 LE 2.3
4	9/15	Consumer Thinking, Decision Making & Communication Processes	Book: Ch 4 AND 5 Film: *Hacking Your Mind* 55:56 Lecture videos Video: Selective Attention 01:22 Intro	Quiz Discussion – Consumer Behavior (Start SWOT for next week)	*Consumer Thinking* 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. *Topics:* Parallel consumer processes, cognitive dissonance, multi-attribute attitude model, Online model, Operant/Classical conditioning	GE 1.2 GE 2.2 LE 2.1
5	9/22	Audience Processing & Cognition	Book Ch 4, 5: Pgs. 110-173 Lecture videos Introduction to SWOT analysis article & lecture	Project SWOT Analysis	*Message Processing* 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. *Topics:* Encoding, Semiotics, AIDA, Hierarchy of effects, Innovation adoption, Information processing, Learning model, Affinity model, Rational model, Grudging acceptance, Dissonance, ELM, SWOT	GE 1.2
6	9/29	Source, Channel, Message	Book Ch 6 Lecture videos	Quiz Discussion - Messages	*Message & Source* We examine how sources like celebrities or experts are used to persuade. We will also look at how IMC professionals decide where to place these messages. *Topics:* Direct/indirect source, , message structure, appeals	GE 2.1
7	10/6	Message Design & Strategy	Book Ch 8 AND 9 Lecture videos	Quiz Discussion - Strategy	*Appealing to your target audience*	GE 1.2 GE 2.1

					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. *Topics:* Major selling idea, Unique selling proposition, Message strategy, Rational appeals, Emotional appeals	
8	10/13	FALL BREAK	Guest Lecture from the Dennis Learning Center on study habits & skills	Make your study plan for next week		GE 2.1
9	10/20	EXAM 1	Exam Review Study Guide Exam Review Session optional (time/date posted on Canvas)	Exam 1 on Friday Install & enable Honorlock in advance (see Carmen)		GE 1.2, 2.1
10	10/27	Social Media Marketing & Media Planning	Book Ch 15 Film: *Generation Like* 53:00 Lecture videos	Quiz Discussion - Social Media Personal Reflection 1	*Social Media and Traditional Media* We'll look at the shifting social landscape, the role of socials in integrated IMC, and how it is/isn't different than other channels *Topics:* Interruption-Disruption, consumer motives, viral marketing, word of mouth, social capital, Brand/Category development index, continuity, flighting, pulsing, reach, frequency, clutter, ratings, share, diffusion, two-step flow	LE 1.2
11	11/3	Research & Evaluation	Book Ch 18 Lecture videos Videos: commercials	Project Discussion: Evaluation plans	*Campaign Evaluation & Effectiveness* 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. *Topics:* Qualitative research, quantitative research	GE 1.1 GE 1.2
12	11/10	Product Placement	Article: Davtyan & Cunningham (2017) Film: *The Greatest Movie Ever Sold* 1:30:00	Quiz – Product Placement (Project work time)	*Product Placement & Branding* Many of us have watched a movie or tv show that also seems to double as a commercial for a brand. The film for this week look at how professionals work with the entertainment industry to place familiar brands in movies, shows & video games. *Topics:* Product placement, branded entertainment	GE 2.2
13	11/17	Social, Ethical, Economic Aspects	Book Ch 20 Film: Consuming Kids- 1:06:05 Lecture videos Video: The Daily Show (4:03) Article: AdAge article Article: AdAge blog	Quiz Discussion - Ethics (Project work time)	*Persuasion & Ethics* 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 explores when marketing becomes a part of the childhood experience. *Topics: Double transaction, promotion power, stereotypes in advertising, deregulating children's advertising*	LE 1.1
14	11/24	AI in IMC (Thanksgiving)	Lecture + Articles - AI in Marketing/IMC (HBR, Forbes) - Practicalities of AI usage (Vox, The Conversation, The Pudding) - AI and IP considerations (HBR)	Quiz – due Monday AFTER Break		LE 1.1 LE 2.1
15	12/1	Presentations	Group work time	Project Presentation due Friday (extra credit, optional)		All
16	12/8	Last week of classes	Exam Review Study Guide Exam Review Session (optional)	Group Assessment/Project Reflection – due Mon Personal Reflection 2 – due Wed EXAM IS ON FRI 12/12 Course & Instructor Evaluations		GE 1.2 GE 2.1 GE 2.2
17	12/15	Exam Week	You made it!			

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 you 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 **YUXIN** immediately to make arrangements. 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

Make-ups are not available for quizzes or discussion posts. But you get to drop some, so don't worry if you need to skip one for work/health/family reasons. That won't impact your grade and I don't need to know about it.

For group work, you are responsible to your group for communicating about your availability and working together to get everything done on time (just like they are responsible to you). You are all in this together, and managing these relationships and shared responsibilities is an important skill for work and life after college (even if it is uncomfortable, it gets better with practice I promise). In the event of major conflict in a group, make an appointment with me so we can discuss in more detail.

BUT. Falling behind? Feeling overwhelmed? I get it. Life happens. Come talk to me.

For major individual work, I'm generally fine with students needing an extra day or two in case of emergencies. But these requests must be made before the deadline. DO NOT assume work can be made up after a deadline without getting approval from me 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.

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.

- All other written assignments and group work will be assigned early and expected to be turned in (and fully uploaded) on time at 5pm EST on Fridays (except holidays) unless otherwise noted. 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. And the grade you earn is based on the work you produce (not how much time it took you, an assignment can still go poorly if you worked for a long time on it if you fundamentally misunderstand important parts of the material).

If you are dissatisfied with your grade on your papers and feel this is due to something beyond your learning and abilities as they truly are, 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 in question).
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.
   1. * If this request is for a group assignment, the entire group must individually request an appeal in writing by the deadline and all group members will receive the same re-grade.

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.

*No course content is delivered live, but your project groups may choose to meet synchronously either online or in-person, depending on your own preferences and availability.

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). 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 24x7.

Tools we use:

- **Carmen:**
  - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course: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 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 the instructor.**
    - [Carmen accessibility](#)
- **Carmen Zoom (for office hours)**
  - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom.
  - 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
- **Honorlock (for exams)**
  - Honorlock, an online proctoring tool, will be used during exams. Honorlock offers you flexibility to take your exams at the time and in the location of your choosing during the exam's availability window.
  - Technology requirements**: Honorlock runs through an extension on the Chrome Browser and is incompatible with tablets or mobile devices.** Students are required to have a desktop/laptop with webcam (USB or internal) with a microphone, allow for screen recording, and have a strong and stable internet connection
    - **You are responsible for downloading Chrome, the Honorlock extension, and enabling them before starting your exam (see Carmen). I**

recommend doing this days or weeks in advance to avoid extra stress or time crunches on test day.

o Testing environment: During the course of an exam, Honorlock can be set up to record the testing environment. Therefore, students should select private spaces for the exam session where disruptions are unlikely and where recording devices can be enabled. Instructions for Honorlock use will be provided.

o Limitations: There are some users who will have more difficulty accessing Honorlock.

- To use Honorlock you must be over 18 years of age or have the Online Course Recording Waiver on file.

- Additionally, some students with disabilities will experience barriers and need alternative proctoring arrangements. Students who rely on screen readers, keyboard navigation, and voice control will face barriers. Students with low vision, reduced contrast sensitivity or who need to adjust text or line spacing may also experience barriers.

- **If this applies to you, come see me in office hours and we will make alternative arrangements for your exams.**

o Academic integrity and academic misconduct: Please note that while Honorlock settings may flag suspected cheating during exams, these automatic measures do not constitute a determination of academic misconduct. Any suspicion of misconduct will be referred to the Committee on Academic Misconduct and evaluated through a fair and transparent process.

o Students may not be permitted to take remotely proctored exams in their homes or residence halls unless they are willing to conduct a room scan. By choosing to take the exam in their home or residence hall, the student is consenting to the room scan of the area in which they take the exam. (Note: I do not usually require this, but I reserve the right to if I deem it necessary. If that is the case, it will be for all students in the entire class).

o Support: Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the support page or within the exam itself. You can also reach out to carmen@osu.edu or call 614-688-4357 (HELP) and talk to the Learning Systems team.

- If you have concerns about using an online proctoring tool for the reasons listed above or in general, please work with your instructor to find an equivalent alternative.

- Students may request an in-person proctoring alternative to Honorlock or other online proctoring tools. The student is expected to contact the instructor as soon as possible to coordinate the accommodation. On test day is unlikely to be sufficient notice so plan ahead.

- **Turnitin (for homework)**

- o 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

  - ○ Honorlock Chrome + extension (see Carmen)

Course Fine Print: policies for conduct

Discussion and communication guidelines

The following are expectations about how we should communicate with each other at all times (in discussions, via email). Above all, please remember to be respectful and thoughtful.

- **Writing style**:
  - This course is intended to prepare you for future communications as a professional. Assignments should be approached in this manner. Use complete sentences and limit abbreviations and slang (where it is not central to the discussion topic) to ensure everyone can understand you equally. Use professional language and tone, and always proofread and edit your submissions for clarity and errors.
  - Assignments and submissions should always be in APA style.

- **Discussion, reflection and respect across our differences**
  - We will adhere to the expectations of civil discourse as outlined by the University at all times. Want to better understand them? See the Center for Ethics and Human Values.
  - We will also always uphold the University's shared values, including but not limited to the following behaviors:
    - Intentionally foster a sense of belonging where all are valued
    - Strive to understand and appreciate each other's backgrounds and experiences
    - Listen to multiple voices and engage in civil discourse
    - Actively listen and engage in open, honest dialogue
    - Work conscientiously and assume positive intent of others
    - Actively engage others' perspectives as opportunities for individual and institutional growth
    - Use our successes and failures to learn and improve with humility
  - Sometimes, we may disagree with one another about cultural products, interpretations and their influence.
    - 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 expect that our discussions and disagreements can remain respectful. Done well, disagreement can actually be a way to show that you care about one another and build trust and understanding across differences.

- Raising counterpoints is fine and encouraged! But personal attacks, insults, or inflammatory speech will not be permitted. Furthermore, rude or impatient communications are unprofessional. Consider your words as if you were a professional when communicating with other students, the instructor(s), and anyone else with whom you may interact.

- 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 and work to understand their perspective. When others disagree with you, I ask you to 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.

- 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. We should hold each other to the shared values set by the university, as a collective commitment.

- **Citing your sources**:
  - Cite your sources to back up what you say. This includes providing evidence of your claims, but also gives necessary credit to people whose ideas you are sharing. Plagiarism is an example of academic misconduct, which could lead to reporting to the Committee on Academic Misconduct (COAM). Please carefully review [what constitutes plagiarism](). I will explain in greater detail in the semester.

AI use in this class

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 without explicit permission (as part of the assignments learning goals).

Any use of GenAI tools for work in this class where it is not assigned 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 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. **I'd also encourage you to ask yourself: 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, contributing member of teams and communities you belong to – and that includes communication and critical thinking skills. These are the things your assignments are designed to help you practice.
   a. Don't believe me that it matters? Here's the World Economic Forum projections for necessary job skills:
      i. Being able to think, analyze and problem solve on your own is critical.
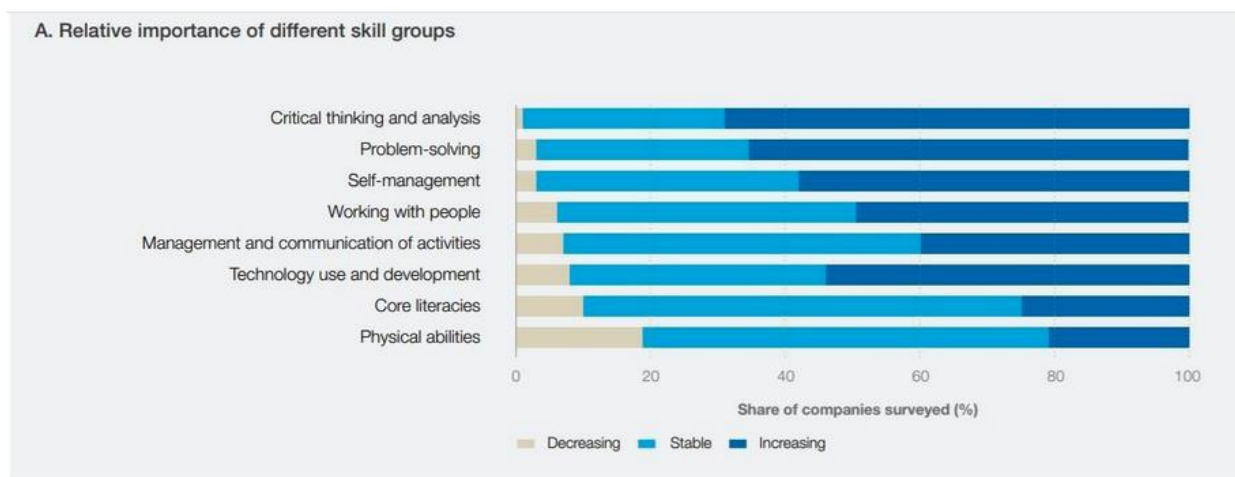
Perceived skills and skills groups with growing demand for 2025.   Image: World Economic Forum

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. And these are skills you need *alongside* AI-literacy in the workplace. If after a few weeks you disagree with me on that, come to office hours. I'm absolutely happy to chat about this and what you think will help you learn best.

University Policies

University-wide policies on a variety of topics can be found online in the Office of Undergrad Education:

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 3335-5-48.7 (B)).

For additional information on university guidelines, see the Code of Student Conduct and the link above.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Harassment, discrimination & 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 Civil Rights Compliance Office:

- Online reporting form at http://civilrights.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 Civil Rights Compliance Office 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.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative

accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

The Fundamental Principles of Academic Inquiry

This course engages with the key theories, debates, and empirical findings that are central to understanding the state of the scholarship in <course topic>. My role is not to promote any political, social, or religious belief, but to facilitate your engagement with the ideas that shape this area of study. You are encouraged — and expected — to think critically, ask questions, and form your own evidence-based conclusions, while also learning how to understand and evaluate the full range of perspectives that exist within this scholarly conversation.

University-level learning begins with the assumption that no idea is beyond question and that even long-standing or widely accepted beliefs — including those held within academic disciplines — are open to scrutiny, debate, and revision on the basis of new arguments and evidence. This approach reflects the nature of scholarly inquiry, which evolves through critical engagement and not by passive agreement. A central purpose of a university education is to encounter and evaluate ideas that are

new, challenging, or even sharply in tension with one's own personal, political, social, or religious beliefs. Developing the ability to analyze and engage with such ideas through reasoned and respectful dialogue is essential to responsible citizenship in a healthy democracy.

Student learning will be assessed by evaluating mastery of the course content assigned and/or presented by the instructor. Though students are free to express a range of viewpoints in class discussions, they are expected to demonstrate mastery of course content in assignments, exams, and related forms of evaluation.

Understanding disagreements and debate in this context

Disagreements and intellectual differences are central to academic life and are not evidence of bias or oppression. Bias is prejudice in favor of or against an ideology, person, or group compared with another, usually in a way considered to be unfair. In scholarly debates/discussions, participants question and test the evidence, the logic of the argument/interpretation, the applicability of the model or theory, presenting evidence truthfully/accurately and in a respectful manner. Scholarly consensus refers to the widespread agreement among experts in a particular field on a specific topic or interpretation of evidence. It is neither static nor monolithic, but rather a dynamic and evolving understanding within an academic community. This consensus is built through various forms of

scholarly communication and debate, including conferences, publications, peer review, and replication of results.

Bias in teaching refers to the undue promotion of personal beliefs, ideological perspectives, or favored theories in ways that *misrepresent opposing views in an academic discipline or discourage open academic inquiry*. It can occur when instruction lacks critical engagement with the breadth of established disciplinary perspectives or presents ideas that are contested within an academic discipline as settled without sufficient justification.

Bias is distinct from *teaching the scholarly consensus*, which involves presenting ideas, evidence, and interpretations that are *widely accepted within a field based on rigorous peer-reviewed research and disciplinary standards.* It does not preclude the discussion of minority viewpoints but requires framing them within the context of the discipline's standards of evidence and debate**.**

Copyright

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.

Additional Resources

Mental Health

PLEASE TAKE CARE OF YOURSELF
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. 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 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Student Services & Advising

University Student Services can be accessed through [BuckeyeLink](). Advising resources for students are available at [this link]().

Military-Connected Students

The Military and Veterans Services (MVS) Office offers a wide range of resources for military-connected students. Whether using educational benefits or not, all military-connected students are encouraged to learn more about how the university supports military-connected students (i.e., information about tutoring, transition services, access to the veteran's lounge, etc.). For service members, should you receive military orders during the semester or know of classes that will be missed due to service commitments, please speak with your instructor as soon as possible on possible accommodations. MVS contact information: milvets@osu.edu; 614-247-VETS; veterans.osu.edu/; 185 Student Academic Services Building, 281 W. Lane Avenue.

Food Security

All students should 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. https://www.buckeyefoodalliance.org/, 614-688-2508

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.

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 project work and Unit Reflection assignments. The presentation asks students to apply knowledge from the course to a current client's IMC work. 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 group project, Weekly Discussions, and Exams. The project presentation analyzes current IMC practice 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.