

# Communication 2331

## Strategic Communication Principles

Mondays & Wednesdays 3:55pm-5:15pm, Mendenhall Lab 100

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### Course Description, Goals, and Expected Learning Outcomes

This course introduces students to the general field of strategic communication from a business perspective, with an emphasis on integrated marketing communications, message design, and advertising. The course is a basic survey course that covers a wide-range of theory, practice, and research methods associated with strategic communication.

By the end of the course, students should be able to have a broad overview of the strategic communication and advertising industries, basic practices, and associated social and ethical issues. Specifically students will have:

- Familiarity with structure of promotion and advertising industries and associated social and ethical issues
- Basic understanding of the principles and practice of integrated marketing communications, target marketing, and branding
- Familiarity with strategic communication research methods
- Basic understanding of theories of consumer decision-making, communication and social influence, and message design in strategic communication contexts
- Basic understanding of how mediated communication channels such as mass media, public relations/publicity, advertising, digital and social media, direct marketing, and support media are employed for strategic communication and promotion.
- Understanding of the social and ethical dimensions of strategic communication
- Practice demonstrating analytical and writing skills commonly employed in strategic communication industries.

### General Education

This course fulfills the Arts & Sciences General Education (GE) course requirements of category B. Social Science, and subcategory (1) Individuals and Groups. The GE goals and expected learning outcomes for this class are:

Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected Learning Outcomes about Individuals and Groups:

- Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
- Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
- Students comprehend and assess individual and group values and their importance in social problem solving and policy-making.

### Required Textbook & Readings

There is one required text for this course that should be available from the book store:

Belch, G. & Belch, M (2017). *Advertising and Promotion: An Integrated Marketing Communications Perspective (11<sup>th</sup> Edition)\**. New York: McGraw Hill

\*Previous editions are available for discounted prices, but may not contain 100% of the material covered in this course.

Electronic Version of Text: I contacted McGraw Hill and they are offering an electronic copy of the text for the discounted price of \$65. If can purchase an electronic copy of the text at <http://connect.mheducation.com/class/e-nisbet-ebook>

In addition, for specific lectures I will assign supplementary readings in addition to the assigned chapter from the text. These readings and lectures are noted below.

### Grading Policies

You need to 1) read the assigned materials on Canvas and 2) attend class regularly as the exams and online quizzes will focus on the book chapters and lecture equally. The breakdown of assignments and portion of your overall grade is as follows:

Exams (4) - 60% (20% each - I drop your lowest exam grade, see below)

Attendance - 10%

Documentary Film Assignments (Online Quizzes/Discussion Board)- 10%

Short Writing Assignments (2) - 14% (7% each)

Case Study Responses (3) - 6% (2% each)

### Exams (60%)

There will be 3 in-class exams and one exam during finals week. Cumulatively, the exams will account for 60% of your overall grade. Each exam will consist of 40-50 multiple choice questions using scantron sheets. Each in-class exam will cover the material in the preceding weeks as noted in the syllabus. The fourth exam during finals week (**FINAL EXAM IS THURSDAY DECEMBER 12<sup>TH</sup> 4PM-5:45PM**) will be a cumulative exam that covers all the

course material since the beginning of the class. A study guide for each exam will be made available at least 4-5 days before the exam.

**I WILL DROP YOUR LOWEST EXAM GRADE OUT OF THE FOUR.** This means I will take your 3 best scores out of the four exams to calculate your exam portion of your course grade. In addition, if you have taken the 3 in-class exams and are satisfied with your final grade based on those three exams, you are not required to take the fourth cumulative exam during finals week if you do not wish to do so.

**VERY IMPORTANT: BRING AT LEAST ONE #2 PENCIL TO EACH EXAM; NO PENCILS WILL BE PROVIDED BY THE PROFESSOR OR TA.**

**VERY IMPORTANT: BRING A VALID OSU ID (I.E., YOUR "BUCK•I•D" CARD) OR A VALID DRIVERS LICENSE ON EXAM DATES AS YOU WILL NEED TO SHOW PROOF OF IDENTITY TO TURN IN YOUR EXAM.**

**VERY IMPORTANT: WE RESERVE THE RIGHT TO WITHHOLD THE EXAM IF YOU ARRIVE MORE THAN 10 MINUTES LATE ON EXAM DAYS (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM). AND, IF YOU ARRIVE AFTER THE FIRST PERSON HAS COMPLETED/LEFT THE EXAM, YOU WILL ABSOLUTELY NOT BE ALLOWED TO TAKE THAT EXAM (I.E., YOU WILL RECEIVE A ZERO ON THE EXAM). PLEASE USE THE REST ROOM BEFORE THE EXAM; STUDENTS WILL NOT BE PERMITTED TO LEAVE THE CLASSROOM ONCE THE EXAM HAS BEGUN UNTIL THEY TURN IN THEIR EXAM.**

### **EXAM MAKE-UP POLICY**

Exams are given only once at the time scheduled in the syllabus. No make-up exams are given for any reason. Exams will not be given early or late. If you miss an exam, you receive a zero, no exceptions. If you talk during the exam with another student, I will assume that your discussion is about the exam itself, and this will be treated as a violation of the Code of Student Conduct. Other forms of academic misconduct will be prosecuted according to accepted University procedures (see below).

The only exceptions to these rules are tragic, extraordinary, and totally unforeseen personal circumstances that are convincingly documented to your TA or the Professor no later than 24 hours after the date the exam is scheduled. Buses not running on time, car problems, misbehaved pets, missed or cancelled airline flights, job interviews, attendance at family social functions, sporting events, and previously scheduled vacations are not valid excuses for missing an exam. Do not approach me or the TAs at the end of the quarter with a medical excuse for poor performance or missing exams or assignments earlier in the quarter. The time to talk to us is when the problem first arises. We follow this policy strictly, and documentation produced more than 48 hours after the exam simply will not be accepted, regardless of how valid or compelling it seems to you.

**Lecture Attendance (10%)**

You are expected to attend lectures regularly. Attendance will be taken regularly during the course of the semester and account for 9% of your grade. There is no need to inform me or a TA if you can't make it to a lecture. Regardless of the reason, if attendance is taken and you aren't there, you are considered absent. I recognize that there are times you will have to miss a lecture. However, a more than decent percentage of the material on the exams is presented only during the lecture period of the class. **If you don't attend the lectures consistently, you will not do well in this course.**

**Documentary Film Assignments (10%)**

An understanding of the ethical and social dimensions of strategic communication practice is critical for successful strategic communication professionals, and everyday citizenship in a world dominated by marketing communications. Thus, during the course we will be reviewing four documentaries that illustrate ethical or social challenges and problems associated with strategic communication. The titles and dates of the course documentaries are provided below and on the course schedule. You will be responsible for the content of these documentaries on exams, online quizzes, and assigned online discussion boards.

The dates of each documentary are listed in the course schedule and will be shown in class and also available online. From that date forward, you have until the next schedule class period to view the documentary (if not watched in class), complete an online Canvas quiz reviewing the documentaries content, and participate in a graded online Canvas discussion board. We will also be discussing the documentary in the following class period after it shown. The purpose of the quizzes is to encourage you pay attention to the documentary and help you integrate its content through online discussion with your peers. The online quiz and discussion board participation are worth 2.5% for each documentary for a total of 10% of your grade for all four documentary assignments.

**Short Writing Assignments (14%)**

Two brief writing assignments applying knowledge from the class to analyze the 1) marketing strategy of a national brand, 2) the consumer psychology and creative strategy behind a TV advertisement. The aim of each paper will be to apply principles of strategic communication discussed in lecture and the text to specific case studies. Each writing assignment will be worth 7% of your final grade. Specific details for each assignment will be provided in later assignment summaries to be distributed in class and provided on Canvas. The dates of the assigned paper and when they are due are listed in the course schedule on the last page of the syllabus. However, we wanted to let you know now that each assignment will consist of the production of @3-4 page double-spaced marketing outline or paper.

**Strategic Communication Case Studies (6% - 2% each)**

During the course of the semester, you will be assigned to read a brief 1-2 page case study about a strategic communication problem, challenge, or situation (see course schedule). There will be 2-3 case studies for each assignment with your specific assigned case based on your last name as outlined on Canvas. You will have 1 week to read the case study and respond with online response via discussion forum. We will then discuss the assigned case studies in depth and you will be expected to report to the class if asked how you responded to the discussion question prompts for your assigned case study. Each case study response will be worth 2% toward your final grade.

**Extra Credit/CREP**

During the course of the semester, through the Communication Research Experience (C-REP) you have the opportunity to participate in experiments or surveys conducted by School of Communication faculty or graduate students for extra credit toward your final grade. CREP is designed to give students direct exposure to the topics, goals, methods, and ethical issues of communication research. You may earn a MAXIMUM of 3% credit toward your final grade through participation in CREP.

Participation can take the form of:

- Completing up to THREE hours (1 hour = 1% extra credit) of C-REP research studies, OR
- Completing up to THREE C-REP alternative written assignments (1 assignment = 1% extra credit), OR
- Completing a combined total of THREE hours of research studies and alternative writing assignments.

You must complete at least 1 hour/credit of CREP in order to receive extra credit. Completing your C-REP requirement must take place during the semester. You should definitely NOT wait until the last minute to sign up for participation for extra credit because people tend to procrastinate and research opportunities will be limited. In fact, it is probably wise to complete your C-REP requirement as early as possible in the semester when demands on your time are the lightest. The C-REP Student Guide on the School of Communication available in the "Files" section of the class Carmen webpage provides additional information on CREP.

Both COMM 1100 and COMM 1101 require C-REP participation, and thus you may be enrolled in CREP for those courses simultaneously or another communication class for extra credit. The same C-REP participation CANNOT be counted for more than one course. Please direct any questions regarding C-REP to **Shannon Poulsen (poulsen.6@buckeyemail.osu.edu)**

**Course Grading Scheme**

Points/Percentage	Letter Grade
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
Less than 60%	E

**Cell Phones and General Politeness**

A ringing cell phone during a lecture or discussion is annoying to the instructor (i.e., me) and others in the room. Please be respectful of those around you by turning off your cell phone prior to the start of lecture. If you anticipate that you will need to leave the lecture hall before the end of a lecture, please select a seat near the edge of a row or in the back of the room to avoid disrupting others when you leave. To maintain an atmosphere conducive to learning, please be courteous to other members of the class and treat them with the dignity and respect that you expect from others.

**Professor and Teaching Assistant's Use of Electronic Mail and Messaging**

There may be occasions where I or one of your TAs will need to get in touch with you outside of regular class hours. Email will usually be the first means by which contact will be initiated. It is important that you check your OSU email account regularly, and make sure you purge your account of unneeded email so that new email can get through. If you do not use your OSU email address as your primary email account, please arrange through OIT to have your OSU email forwarded to your preferred account. For instructions on how to have your email forwarded, see [http://8help.osu.edu/forms/mail\\_forwarding.html](http://8help.osu.edu/forms/mail_forwarding.html).

**Some Words About Academic Honesty**

It is your responsibility to complete your own work as best you can in the time provided. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, possession of unauthorized materials during an examination, and falsification of laboratory or other data. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

Academic misconduct is a serious offense, and it is my responsibility to make sure it does not occur. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact your TA or visit the COAM web page at <http://oaa.osu.edu/coam/home.html>.

## **Special Accommodations**

If you need an accommodation based on the impact of a disability, you should contact the professor to arrange an appointment by the end of the second week of classes. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

The Office for Disability Services is located in: 098 Baker Hall 113 W. 12th Ave Phone 614-292-3307 <http://www.ods.ohio-state.edu/>

## **Copyright Disclaimer**

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

## **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, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty

concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

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

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

### **School of Communication & Diversity**

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

### **List of Supplemental Readings Posted on Carmen (see schedule below)**

#### 9/6 –Supplementary Materials on SWOT Analysis

1. Pickton, D.W. & Wright, S. (1998). What's swot in strategic analysis? *Strategic Change* (7), 101-109
2. "SWOT Analysis Guide" – see <http://guides.newman.baruch.cuny.edu/swot>
3. "The Comprehensive Guide to SWOT" – see <https://www.glify.com/blog/the-comprehensive-guide-to-swot-analysis>

#### 10/23 – on Branded Entertainment/Product Placement

1. Ham, C., Park, J.S., & Park, S. (2017). How U.S. consumers respond to product placement: Cluster analysis based on cognitive and attitudinal responses to advertising in general. *Journalism & Mass Communication Quarterly*. 94(4) 943-971

#### 11/18 and 11/20–Supplementary Materials on Social Media Marketing

1. Tuten, T.L. & Solomon, M.R. (2018) *Social Media Marketing, Third Edition*. London: Sage – chapters 1, 2 (pgs. 44-62 only) and 3



**COURSE SCHEDULE: LECTURE/READINGS/ASSIGNMENTS/EXAMS**

DATE	TOPIC	READINGS/ASSIGNMENTS
8/21	Course Introduction / Introduction to IMC	Chapter 1
<b>SECTION 1: Strategic Communication: Foundational Concepts &amp; Planning</b>		
8/26	Introduction to IMC	Chapter 1
8/28	Branding /Positioning / Target Marketing	Chapter 2
9/2	<b>LABOR DAY NO CLASS</b>	
9/4	Persuasion Industries	Chapter 3; <b>Film: "The Persuaders"</b>
9/6	Film Discussion/Target Marketing/SWOT	Chapter 2 / SWOT Supplementary Readings
9/9	Research & Evaluation	Chapter 18; <b>PAPER #1 ASSIGNED</b>
9/11	Research & Evaluation	Chapter 18
9/16	Strat Comm: Social Ethical Economic Aspects	Chapter 20, 21 <b>PAPER #1 DUE; Case Study 1 Assigned by Last Name (see Canvas)</b>
9/18	Strat Comm: Social Ethical Economic Aspects	Chapter 20, 21; <b>Film: "Consuming Kids";</b>
9/23	Case Studies Discussion; Exam 1 Q&A Review	<b>Case Study 1 Response Due</b>
9/25	<b>Section 1 In-Class Exam</b>	<b>BRING PICTURE ID / #2 Pencil</b>
<b>SECTION 2: Strategic Communication: Relationships between Audiences, Messages, and Behavior</b>		
9/30	Consumer Decision - Making	Chapters 4, 5
10/2	Communication Processes	Chapters 4, 5
10/7	Audience Behavior	Chapters 4, 5
10/9	Source/Channel/Message	Chapter 6
10/14	Source/Channel/Message	Chapter 6 <b>PAPER #2 ASSIGNED</b>
10/16	Creative Message Design	Chapters 8,9
10/21	Creative Message Design	Chapters 8,9 <b>PAPER #2 Due; Case Study 2 Assigned by Last Name (see Canvas)</b>
10/23	Product Placement/Branded Entertainment <b>(No Class)</b>	<b>Film "Greatest Movie Ever Sold";</b> Ham, Park, & Park (2017);
10/28	Case Studies Discussion; Exam 2 Q&A Review	<b>Case Study 2 Response Due</b>
10/30	<b>Section 2 In-Class Exam</b>	<b>BRING PICTURE ID / #2 Pencil</b>
<b>SECTION 3: Strategic Communication: Media Strategies</b>		
11/4	Public Relations/Corporate Advertising	Chapter 17
11/6	Strategic Media Planning	Chapter 10
11/11	<b>VETERANS DAY NO CLASS</b>	
11/13	Digital & Social Media Marketing	Chapter 15
11/18	Digital & Social Media Marketing	Tuten & Solomon Chapt. 1
11/20	Digital & Social Media Marketing	Tuten & Solomon Chapt. 2 (pgs. 44-62), Chpt. 3
11/25	Digital & Social Media Marketing <b>(No Class)</b>	<b>Film "Generation Like"; Case Study 3 Assigned by Last Name (see Canvas)</b>
11/27-11/30	<b>THANKSGIVING BREAK</b>	
12/2	Case Studies Discussion; Exam 3 Q&A Review	<b>Case Study 3 Response Due</b>
12/4	<b>Section 3 In-Class Exam</b>	<b>BRING PICTURE ID / #2 Pencil</b>

**FINAL EXAM IS THURSDAY DECEMBER 12<sup>TH</sup> 4PM-5:45PM**