

### **Course Description**

The objective of the course is to provide a basic understanding of the media strategy, planning, and selection process within the context of the broader marketing communications process. The course will cover paid, owned and earned media across advertising, digital (including social), and direct marketing disciplines. The media planning process incorporates subjective decision making after reviewing significant amounts of objective data. The development of recommendations with supporting rationale is the basis for the process. Students are introduced to this process focusing on the prioritization of strategies and media selection within a fixed budget. Marketing and media examples covering a number of industries to help students grasp theoretical concepts. The media selection process incorporates the demographic media consumption patterns of the American consumer. Students will also be exposed to the measurement methodologies for all major media. The course will cover the strengths and weaknesses of various media and how they are applied to accomplish marketing communication objectives. Students will garner hands-on experience with data and planning resources.

### **Course Prerequisites**

[Jour 3004 or 3004H], Jour 3201, Strat Comm major

### **Course Learning Objectives**

Course learning objectives define the specific competencies students should acquire from the course through the cumulative assignments, discussions, lectures and other activities of the course. All Course Learning Objectives are tied to the application of one or more overall Program Learning Outcomes described below this list. Here are the learning objectives for this course:

1. The ability to find, analyze, and interpret data
2. The ability to write in an organized, concise, and persuasive manner
3. Basic research and internet discovery skills
4. Software skills including Microsoft Powerpoint and Excel, MRI Simmons, Vivvix, Simply Analytics
5. The ability to develop basic media strategy recommendations with supporting rationale
6. The ability to make media selection recommendations inside of budget constraints with supporting rationale
7. Fluency with media concepts, terminology, and media math

8. The ability to organize and flowchart media decisions and budgets

**Core values and competencies taught in this course**

The Hubbard School of Journalism and Mass Communication adopts the Accrediting Council for Education in Journalism and Mass Communications' Core Values and Competencies as its 10 Program Learning Outcomes (PLOs) for all students. These PLOs govern student learning throughout the curriculum and are applied through all course learning outcomes (see above). This course teaches the following PLOs and the following levels:

<b>ACEJMC Values and Competencies</b>	<b>Awareness</b>	<b>Understanding</b>	<b>Application</b>
Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located	-	-	-
Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications	X		
Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts			X
Present images and information effectively and creatively, using appropriate tools and technologies			X
Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve			X
Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity			X
Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the			X

communications professions in which they work			
Effectively and correctly apply basic numerical and statistical concepts			X
Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness			X
Apply tools and technologies appropriate for the communications professions in which they work			X

### Typical Assignments and Activities

- Target Audience Segmentation
- Consumer Personas
- Data-Driven Media Plans (MRI Simmons, Vivvix, Simply Analytics, etc.)
- Earned, owned, paid media
- Advertising, public relations, and direct marketing
- Media selection and rationale
- Budget allocation and flowchart

### Writing Expectations

Writing is a core competency in every course at the HSJMC. The school's commitment to student writing is reflected in its participation in the University's "Writing-enriched Curriculum" program.

Students are expected to consistently improve their writing as they progress through the curriculum. Proper grammar, punctuation, spelling, style and construction are among the most basic expected competencies. Writing should show a consistent mastery of appropriate structure, language, tone, and audience considerations. Writing should display an ability to synthesize and explain information from a variety of sources, and build facts and evidence into argumentation that can be persuasive within the organization being represented and with external constituencies. Writing should also include research that supports an advertising or public relations strategy. Recommendations in assignments should be developed with an understanding of the business problem and the target audience.

Assignments in strategic communication skills courses are designed to teach and evaluate students' ability to understand and use research to develop strategies, craft messages, and build effective campaigns using various platforms. Writing can include research papers, print or multi-media advertisements, press releases, fact sheets, and many other forms of messaging. Students are expected to learn to:

1. Use appropriate grammar, spelling, mechanics and style (AP style, Chicago style, etc.).
2. Consistently write in ways that display appropriate structure, language, tone, creativity and audience considerations for a particular assignment genre (academic paper, business letter, oral presentation, etc.) and emphasize active construction.
3. Write in ways that are appropriate to channels of distribution
4. Engage writing processes: draft, revise, edit.
5. Base writing in fact and evidence. For advertising, support advertising strategy and concepts with research. For public relations, tie writing to research: base writing in fact and evidence; synthesize and explain information from a variety of sources and perspectives; build facts and evidence into argumentation that can be persuasive within the organization being represented and with external audiences.
6. Apply legal and ethical standards.
7. Make clear recommendations based on solving a specific business problem. Support recommendations with conclusions based on a strategy that was developed with an understanding of the business problem and the target audience.
8. Be able to experiment with a variety of writing forms and structures at appropriate times. (Narrative forms; innovative presentations; visual considerations, etc.)