

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **HONORS APPLICATIONS OF MARKETING**

**Grades 11-12**

**Business Education Department**

**2019**

### **Curriculum Writing Team**

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**Honors Applications of Marketing  
Grades 11-12  
Table of Contents**

Core Values & Beliefs .....	2
Introduction & Philosophy .....	2
Course Goals .....	2
Course Enduring Understanding .....	3
Course Essential Questions .....	3
Course Knowledge & Skills .....	4
Course Syllabus .....	5
Unit 1: Introduction to Integrated Marketing Communications .....	6
Unit 2: Developing the Integrated Marketing Communications Program .....	7
Unit 3: Integrated Marketing Communications Advertising and Promotional Tools .....	9
Unit 4: Professional Reading in Marketing .....	11
Unit 5: Culminating Project: The Integrated Marketing Communications Campaign ...	13
Course Credit .....	15
Prerequisites .....	15
Assured Student Performance Rubrics .....	15

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Honors Applications of Marketing is an advanced program of study in marketing and management, with emphasis on in-depth concepts of specific interest to students, as well as strong involvement in the co-curricular organization DECA. Students who have taken Honors Principles of Marketing or Sports & Entertainment Marketing may wish to continue their studies in this pathway with this course. Opportunities will be provided for further development of decision-making, problem-solving, and leadership skills through partnering with local businesses as well as independent research, case study analysis, and competition. Students will explore how their marketing ideas can be applied to authentic situations to create integrated campaigns surrounding the consumer. As a culminating assessment, students will develop and pitch a dynamic advertising campaign for a client as part of the State DECA competition.

## COURSE GOALS

The following course goals derive from the 2013 National Standards for Business Education of the National Business Education Association.

NSBE.Marketing.I (Foundations of Marketing)	Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, and society.
NSBE.Marketing.II (Consumers and Their Behavior)	Analyze the characteristics, motivations, and behaviors of consumers.
NSBE.Marketing.III (External Factors)	Analyze the influence of external factors on marketing.
NSBE.Marketing.IV (The Marketing Mix)	Analyze the elements of the marketing mix, their interrelationships, how they are used in the marketing process, and their role in positioning.
NSBE.Marketing.V (The Marketing Plan)	Describe the elements, designs, and purposes of a marketing plan.

NSBE.Marketing.VI  
(Marketing Research)

Analyze the role of marketing research in decision-making.

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCS.ELA-Literacy.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCS.ELA-Literacy.RST.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCS.ELA-Literacy.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

The following course goal derives from the 2016 International Society for Technology in Education Standards.

ISTE Creative  
Communicator  
(Standard 6)

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

## **COURSE ENDURING UNDERSTANDING**

Students will understand that . . .

- effective and efficient communication with a target audience is of high importance.

## **COURSE ESSENTIAL QUESTIONS**

- What makes an effective integrated marketing communications campaign?
- How are the various communication tools used to achieve marketing goals?
- How is the dynamic field of marketing communications changing?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
- the importance of understanding the consumer to develop an effective marketing campaign.
- how current trends are impacting marketing and marketing communications.

Students will be able to . . .

- collaborate with others to develop an integrated marketing communications program.
- present an integrated marketing communications campaign in a professional role-play situation to a prospective client.
- display critical thinking, problem solving, and decision making skills.

# COURSE SYLLABUS

## Course Name

Honors Applications of Marketing

## Level

Honors; Grades 11-12

## Prerequisites

Successful completion of Sports & Entertainment Marketing or H CCP Principles of Marketing

## Materials Required

None

## General Description of the Course

This course is an advanced program of study in marketing and management, with emphasis on in-depth concepts of specific interest to students, as well as strong involvement in the co-curricular organization DECA. Opportunities will be provided for further development of decision-making, problem-solving, and leadership skills through partnering with local businesses as well as independent research, case study analysis, and competition. Students will explore how their marketing ideas can be applied to authentic situations to create integrated campaigns surrounding the consumer. As a culminating assessment, students will develop and pitch a dynamic advertising campaign for a client as part of the State DECA competition.

## Assured Assessments

Formative Assessments:

- Completion of lecture notes (Units 1, 2, 3)
- Case studies (Units 1, 2)
- Reader's Notebook (Unit 4)
- Periodic progress check-ins (Unit 5)

Summative Assessments:

- Performance-Based Assessment 1: Form an Agency (Unit 1)
- Performance-Based Assessment 2: Client Research Paper (Unit 2)
- Signature Creative Piece (Unit 3)
- Professional Reading Final Project (Unit 4)
- Book Talk (Unit 4)
- DECA Integrated Marketing Campaign written and oral presentation (Unit 5)

## Core Texts

Belch, George E., and Michael A. Belch. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 11<sup>th</sup> ed. New York: McGraw-Hill, 2018. Print.

Current non-fiction texts related to marketing/business

DECA Integrated Marketing Communications Plan event outline and rubric

# UNIT 1

## Introduction to Integrated Marketing Communications

### Unit Goals

At the completion of this unit, students will:

- |                              |   |
|------------------------------|---|
| CCS.ELA-Literacy.RST.11-12.7 | Develop marketing and communication objectives for an integrated marketing communications plan.         |
| CCS.ELA-Literacy.RST.11-12.9 | Organize and form an “agency” to perform advertising and integrated marketing communications functions. |

### Unit Essential Question

- What is the role of integrated marketing communications in the marketing process?

### Scope and Sequence

- What integrated marketing communications is
- The role of integrated marketing communications in the marketing process
- Organizing for advertising and promotion

### Assured Assessments

Formative Assessments:

- Completion of lecture notes to reinforce retention of key topics
- Case studies applying integrated marketing communications concepts

Summative Assessment:

- Performance-Based Assessment 1: Form an Agency

### Resources

#### Core

- Belch, George E., and Michael A. Belch. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 11<sup>th</sup> ed. New York: McGraw-Hill, 2018. Print.

#### Supplemental

- Clow, Kenneth E., and Donald Baack. *Integrated Advertising, Promotion, and Marketing Communications*. 7<sup>th</sup> ed. New York: Pearson, 2016. Print.
- Percy, Larry. *Strategic Integrated Marketing Communications*. 2<sup>nd</sup> ed. New York: Routledge, 2014. Print.

### Time Allotment

- Approximately 4 weeks

## UNIT 2

### Developing the Integrated Marketing Communications Program

#### Unit Goals

At the completion of this unit, students will:

NSBE.Marketing.VI (Marketing Research)	Perform background research and gather data about their client and the target market.
NSBE.Marketing.V (The Marketing Plan)	Understand how to develop a creative strategy for an integrated marketing communications plan.

#### Unit Essential Questions

- How do I plan for an effective integrated marketing communications plan?
- What is the importance of setting objectives?
- What is the budgeting process for integrated marketing communications?

#### Scope and Sequence

- Establishing objectives
- Budgeting
- Creative strategy: Planning and development
- Creative strategy: Implementation and evaluation
  - Appeals
  - Execution styles
- Media planning and strategy

#### Assured Assessments

Formative Assessments:

- Completion of lecture notes to reinforce retention of key topics
- Case studies applying integrated marketing communications concepts

Summative Assessment:

- Performance-Based Assessment 2: Client Research Paper

#### Resources

##### Core

- Belch, George E., and Michael A. Belch. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 11<sup>th</sup> ed. New York: McGraw-Hill, 2018. Print.

##### Supplemental

- Clow, Kenneth E., and Donald Baack. *Integrated Advertising, Promotion, and Marketing Communications*. 7<sup>th</sup> ed. New York: Pearson, 2016. Print.

- Percy, Larry. *Strategic Integrated Marketing Communications*. 2<sup>nd</sup> ed. New York: Routledge, 2014. Print.

**Time Allotment**

- Approximately 5 weeks

## UNIT 3

### Integrated Marketing Communications Advertising and Promotional Tools

#### Unit Goal

At the completion of this unit, students will:

NSBE.Marketing.IV  
(The Marketing Mix)

Analyze various media tools used for integrated marketing communications.

#### Unit Essential Question

- Why do companies use different advertising and promotional tools to support their products?

#### Scope and Sequence

- Evaluation of various media: advantages, disadvantages, trends, costs, measurement, etc.
  - Television
  - Radio
  - Magazines
  - Newspapers
  - Support media
  - Direct marketing
  - Digital and social media
  - Sales promotion

#### Assured Assessments

Formative Assessments:

- Completion of lecture notes to reinforce retention of key topics

Summative Assessment:

- Signature Creative Piece specifying the brand message and means of delivery for the platform for the integrated marketing communications campaign

#### Resources

##### Core

- Belch, George E., and Michael A. Belch. *Advertising and Promotion: An Integrated Marketing Communications Perspective*. 11<sup>th</sup> ed. New York: McGraw-Hill, 2018. Print.

##### Supplemental

- Clow, Kenneth E., and Donald Baack. *Integrated Advertising, Promotion, and Marketing Communications*. 7<sup>th</sup> ed. New York: Pearson, 2016. Print.

- Percy, Larry. *Strategic Integrated Marketing Communications*. 2<sup>nd</sup> ed. New York: Routledge, 2014. Print.

**Time Allotment**

- Approximately 8 weeks (approximately 1 week for each media form)

## **UNIT 4**

### **Professional Reading in Marketing**

#### **Unit Goal**

At the completion of this unit, students will:

- |                             |   |
|-----------------------------|---|
| CCS.ELA-Literacy.RI.11-12.1 | Read a current non-fiction text related to marketing/business, and cite the text appropriately while making connections to the marketing concepts discussed in class. |
| CCS.ELA-Literacy.RI.11-12.2 | Upon completion of their reading of a current non-fiction text related to marketing/business, create an advertisement summarizing the key points of the text.         |

#### **Unit Essential Questions**

- What does a current non-fiction text say about the current trends impacting marketing and marketing communications?
- How is reading important to my career success?

#### **Scope and Sequence**

- Book selection and approval
- Reader's Notebook (Dialectical Journal) responding to teacher-provided prompts
- Periodic book discussions in class to facilitate the ability to connect the text with the marketing concepts of the course, and to learn from one another
- Final project including an advertisement and a book talk "pitch" for each student's text

#### **Assured Assessments**

Formative Assessments:

- Reader's Notebook demonstrating the ability to construct meaning and to make connections from a professional text. "Connected Reader" level (see rubric in this Curriculum Guide) is the goal for the end of the unit; students will be guided to select appropriate quotations and to respond thoughtfully to the text.

Summative Assessment:

- Professional Reading Final Project demonstrating the ability to summarize a professional text and to communicate information visually to an audience; the advertisement will connect the text to course content.
- Book Talk demonstrating the ability to summarize a professional text and to communicate information orally to an audience; the "pitch" will connect the text to course content.

## **Resources**

### Core

- Current non-fiction texts related to marketing/business; see attached “Honors Applications of Marketing Professional Reading in Marketing Sampling of Suggested Reading”

### **Time Allotment**

- Ongoing throughout first marking period, then approximately 1 week to conclude

## UNIT 5

### Culminating Project: The Integrated Marketing Communications Campaign

#### Unit Goal

At the completion of this unit, students will:

NSBE.Marketing.I (Foundations of Marketing)	Apply the foundations of marketing to an authentic client.
NSBE.Marketing.II (Consumers and Their Behavior)	Define a target market.
NSBE.Marketing.III (External Factors)	Analyze the influence of external factors on marketing for the client.
NSBE.Marketing.IV (The Marketing Mix)	Analyze the elements of the marketing mix and their interrelationships, and determine how they will be used in the marketing process.
NSBE.Marketing.VI (Marketing Research)	Conduct market research to make strategic marketing decisions.
NSBE.Marketing.V (The Marketing Plan) ISTE Creative Communicator (Standard 6)	Write a comprehensive integrated marketing communications plan.

#### Unit Essential Questions

- What will make an effective integrated marketing communications campaign for a given client?
- What communication tools will I use to achieve the client's marketing goals?

#### Scope and Sequence

- Students will work in groups to complete the DECA Integrated Marketing Campaign event, which involves developing an integrated marketing campaign for a product, service, or event of their choice; ideally, an authentic client in the local community will be selected.

#### Assured Assessments

Formative Assessments:

- Periodic progress check-ins with teacher feedback

**Summative Assessment:**

- DECA Integrated Marketing Campaign written and oral presentation demonstrating the ability to incorporate all components of marketing communications in a comprehensive plan

**Resources**

Core

- DECA Integrated Marketing Communications Plan event outline and rubric

**Time Allotment**

- Ongoing with emphasis throughout second marking period, then approximately 2 weeks to conclude

## **COURSE CREDIT**

One-half credit in business education  
One class period daily for a half year

## **PREREQUISITES**

None.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Honors Applications of Marketing Performance-Based Assessment 1: Form an Agency (attached)
- Honors Applications of Marketing Performance-Based Assessment 2: Client Research Paper (attached)
- Honors Applications of Marketing Performance-Based Assessment 2: Client Research Paper Rubric (attached)
- Honors Applications of Marketing Professional Reading in Marketing Sampling of Suggested Reading (attached)
- Honors Applications of Marketing Professional Reading in Marketing Reader's Notebook (attached)
- Honors Applications of Marketing Professional Reading in Marketing Reader's Notebook Rubric (attached)
- Honors Applications of Marketing Professional Reading in Marketing Reader's Notebook Final Project (attached)
- Honors Applications of Marketing Professional Reading in Marketing Reader's Notebook Final Project Rubric (attached)
- Honors Applications of Marketing Professional Reading in Marketing Reader's Notebook Book Talk (attached)
- Honors Applications of Marketing Professional Reading in Marketing Reader's Notebook Book Talk Rubric (attached)
- Honors Applications of Marketing Professional Reading in Marketing Reader's Notebook Book Talk Peer Review (attached)
- Honors Applications of Marketing Final Presentation Rubric (attached)
- Honors Applications of Marketing Final Presentation Judges' Score Card (attached)

## Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> <li>Clearly identifying the purpose of the text</li> <li>Providing initial reaction richly supported by text</li> <li>Providing a perceptive interpretation</li> </ul>	Demonstrates understanding of text by: <ul style="list-style-type: none"> <li>Identifying the fundamental purpose of the text</li> <li>Providing initial reaction supported by text</li> <li>Providing a clear/straightforward interpretation of the text</li> </ul>	Demonstrates general understanding of text by: <ul style="list-style-type: none"> <li>Partially identifying the purpose of the text</li> <li>Providing initial reaction somewhat supported by text</li> <li>Providing a superficial interpretation of the text</li> </ul>	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> <li>Not identifying the purpose of the text</li> <li>Providing initial reaction not supported by text</li> <li>Providing an interpretation not supported by the text</li> </ul>
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> <li>Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Constructing insightful and perceptive ideas about the text.</li> <li>Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> <li>Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Summarizing main ideas of text</li> <li>Actively interpreting text by raising questions and looking for answers in text</li> </ul>	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> <li>Guided reflection and/or revision of initial understanding</li> <li>Summarizing some of the main ideas of text</li> <li>Guided interpretation of text by locating answers to given questions in text</li> </ul>	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> <li>Struggle to implement guided reflection and/or revision of initial understanding</li> <li>Struggle to summarize any main ideas of text</li> <li>Struggle to answer questions by locating responses in text</li> </ul>
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates specific connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates general connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Struggles to make connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to create a conclusion supported by the text</li> <li>Perceptive judgments about the quality of the text</li> <li>Synthesis of text</li> <li>Expression of a personal opinion</li> </ul>	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to form a conclusion from the text</li> <li>Thoughtful judgments about the quality of the text</li> <li>Evaluation of text to express personal opinion(s)</li> </ul>	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a superficial conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>

## Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task.	Student demonstrates sufficient understanding of the problem and most of the complexities of the task.	Student demonstrates some understanding of the problem but requires assistance to complete the task.	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal.	Student gathers sufficient information from multiple sources including digital, print, and interpersonal.	Student gathers some information from few sources including digital, print, and interpersonal.	Student gathers limited or no information.
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies.	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies.	Student demonstrates some critical thinking skills to develop a plan integrating some strategies.	Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21 <sup>st</sup> -century technology skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21 <sup>st</sup> -century technology skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21 <sup>st</sup> -century technology skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21 <sup>st</sup> -century technology skills.

## Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 <sup>st</sup> Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 <sup>st</sup> Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 <sup>st</sup> Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 <sup>st</sup> Century Skills.

## **HONORS APPLICATIONS OF MARKETING PERFORMANCE-BASED ASSESSMENT 1: FORM AN AGENCY**

### **Step 1:**

Open Google Slides. Create a slide that “sells yourself.” List your skills, talents, relevant classes taken, etc. Do NOT put your name on this slide.

Print these out and hang on classroom wall.

### **Step 2:**

You all already served as Account Planners in PBA 1 – gathering background information about the client and preparing the creative brief. You will now all assume roles in the Creative Department. Review the list of roles available within the Creative Department. Assign people to each role based on their skills.

Roles:

- Television
- Radio
- Print (Magazines, Newspapers)
- Support Media (Billboards, Transit, Place)
- Direct Marketing
- Digital & Social Media

In addition to their roles on the creative team, we will need the following leadership positions filled. These positions are to be filled by nominations and then an agency vote.

**Account Manager** – This person will oversee the entire project, ensuring that everyone stays on task and meets deadlines. This person will also be responsible for communication with the client.

**Media Buyer** – This person will manage the agency’s promotional budget and make any media purchases (e.g., specialty printing samples at Staples).

**Creative Director** – Responsible for overseeing consistency of creative processes, obtaining any original photographs that may be needed, etc.

### **Step 3:**

Brainstorm names for your agency. Each person will contribute minimum of one idea. Decide upon agency name.

### **Step 4:**

Design a logo for your agency. Each person will design a minimum of one logo. Vote for agency logo.

### **Step 5:**

Create a contract for your agency. Sink, swim or get fired. Each person must sign. If fired from your agency at any point, alternative assignments will be provided and you must take the written final exam.

## **HONORS APPLICATIONS OF MARKETING PERFORMANCE-BASED ASSESSMENT 2: CLIENT RESEARCH PAPER**

Before we can begin preparing a comprehensive IMC plan, we must thoroughly understand our client. Your task is to perform research on your client and prepare a written report detailing the following. Each section must be included in your paper, although the questions listed in each section are meant as a guide and need not be adhered to exactly as prescribed. You may perform research as a group; however, each paper must be individually written and submitted.

### 1. Background of Client

- Who is our client?
- What do they sell/service do they provide?
- How long have they been in business?
- What is their current position in the market?
- Where do they intend to go?
- How do they plan to get there?

### 2. Internal Analysis

- Strengths and weaknesses of the firm or brand
- Advantages/disadvantages
- Unique selling points or benefits
- Packaging, price, design

### 3. External Analysis

- Customers – characteristics and buying patterns
- Market segments
- Positioning strategies
- Competitors – strengths/weaknesses

### 4. Your Analysis

- Using the information gathered above, what do you see as the opportunities for this company? Remember to consider:
  - Market opportunities
  - Competitive opportunities/advantages
  - Target market selection

### 5. Marketing objectives\*

- What is to be accomplished by the overall marketing program stated in terms of sales, market share, or profitability

### 6. Communication objectives\*

- What is to be accomplished with promotional program. Often stated in terms of the nature of the message to be communicated or what specific communication effects are to be achieved (e.g., awareness of a brand, knowledge of attributes, purchase intentions, etc.)

*\* Sections 5 and 6 may be a blend of information gathered from client as well as your own insights. This will depend on the needs/wants of our client.*

**HONORS APPLICATIONS OF MARKETING  
PERFORMANCE-BASED ASSESSMENT 2: CLIENT RESEARCH PAPER  
RUBRIC**

	<b>Points Possible</b>	<b>Points Earned</b>
Each section is thorough and demonstrates evidence of research. 1. Background      10 2. Internal          10 3. External          10	30	
Analysis is reflective and accurate. Demonstrates understanding of marketing concepts. Addresses various types of opportunities available to the firm.	20	
Marketing objectives and communication objectives are accurately stated and seem to fit client. It is evident the student understands the difference between marketing and communication objectives. 5. Marketing          10 6. Communication   10	20	
Follows Informative Writing Rubric as presented	30	
<b>TOTAL</b>	<b>100</b>	

**Comments:**

**HONORS APPLICATIONS OF MARKETING  
PROFESSIONAL READING IN MARKETING  
SAMPLING OF SUGGESTED READING**

Atkin, Douglas. *The Culting of Brands: Turn Your Customers into True Believers*. New York: Penguin, 2004. Print.

Godin, Seth. *All Marketers ~~Are Liars~~ Tell Stories: The Underground Classic That Explains How Marketing Really Works – and Why Authenticity Is the Best Marketing of All*. New York: Penguin, 2005. Print.

Godin, Seth. *Purple Cow: Transform Your Business by Being Remarkable*. New York: Penguin, 2007. Print.

Hsieh, Tony. *Delivering Happiness: A Path to Profits, Passion, and Purpose*. New York: Hachette, 2010. Print.

Lindstrom, Martin. *Buyology: Truth and Lies About Why We Buy*. New York: Broadway, 2010. Print.

Miller, Donald. *Building a StoryBrand: Clarify Your Message So Customers Will Listen*. New York: HarperCollins, 2017. Print.

Underhill, Paco. *Why We Buy: The Science of Shopping-Updated and Revised for the Internet, the Global Consumer, and Beyond*. New York: Simon & Schuster, 2009. Print.

# HONORS APPLICATIONS OF MARKETING PROFESSIONAL READING IN MARKETING READER'S NOTEBOOK

Each week you must add to your Reader's Notebook. Most weeks will follow the Dialectical Journal format below; however, at times your teacher may provide you with a prompt that relates to class discussions.

Week 1:

In your Reader's Notebook, please explain why you chose this particular book.

Weeks 2-6:

Please follow the Dialectical Journal format with a minimum of 3 important quotes per week. Separate each weekly entry by indicating the date.

## How to Do a Dialectical Journal

<b>Name of Book</b>	
<p>On the left side, choose an interesting quotation from your reading. Pick something that catches your eye, seems important, reminds you of something, or confuses you. Be sure to follow the quotation with the page number of the book.</p>	<p><b>On the right side, put your own words. Your entry could take many forms:</b></p> <ul style="list-style-type: none"> <li>• <b>Clarifying questions</b> about a concept that is confusing you. Always try to answer your own questions.</li> <li>• <b>Deep questions</b> about the ideas being discussed.</li> <li>• <b>A reaction to the text</b> – what is your opinion?</li> <li>• <b>Connections</b> – between the text and you, the text and other texts, or the text and the world.</li> <li>• <b>Observations</b> about how this connects to the main idea of the text.</li> </ul>

### **SAMPLE: Strategic Integrated Marketing Communications**

<p>6/7/2018</p> <p>“Perhaps not surprisingly, consumers seem to see almost every form of marketing communication as advertising.” (10)</p> <p>“Marketing communication is every contact between the brand and the market.” (27)</p>	<p><i>This is so true! Before I took this class, I called everything advertising. Now I understand the different media that a company/brand can use to relay their message to consumers. However, everyday consumers do not differentiate between the sources of brand messages. Because consumers see everything as advertising, I wonder if that makes them question the reliability and integrity of the message. For example, how effective is Public Relations if consumers are viewing it as paid advertising?</i></p> <p><i>I never realized how many contacts there are between the brand and the market – from packaging, to the truck transporting goods, sales kits, business cards, sponsorships, retail store layout, newsletters, etc. No wonder integrating communications is such a challenging task.</i></p>
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# HONORS APPLICATIONS OF MARKETING PROFESSIONAL READING IN MARKETING READER'S NOTEBOOK RUBRIC

## **Critical Reader (detailed, elaborate responses) – 90-100:**

- Extra effort is evident.
- You include more than the minimal number of entries.
- Your quotes are relevant, important, thought-provoking, and representative of the main idea of the text.
- You can “read between the lines” of the text (inference). You consider meaning of the text in a universal sense.
- You create new meaning through connections with your own experiences or other texts.
- You carry on a dialogue with the writer.
- You question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.

## **Connected Reader (detailed responses) – 80-89:**

- A solid effort is evident.
- You include an adequate number of legible entries.
- Your quotes are relevant and connect to the main idea of the text.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the text.
- You show some ability to make meaning of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance.
- You raise interesting questions.
- You explain why you agree or disagree with the text.

## **Thoughtful Reader (somewhat detailed responses) – 75-79:**

- You include an insufficient number of entries.
- Sentences are mostly correct with a few careless spelling and grammatical errors.
- You selected quotes that may be interesting to you, but that don't necessarily connect to the themes of the text.
- Entries exhibit insight and thoughtful analysis at times.
- You make connections, but explain with little detail.
- You rarely make new meaning from the reading.
- You ask simple questions of the text.
- You may agree or disagree, but don't support your views.

## **Literal Reader (simple, factual responses) – 70-74:**

- You include few entries.
- Entries exhibit limited insight or none at all.
- You accept the text literally.
- You are reluctant to create meaning from the text.
- You make few connections which lack detail.
- You are sometimes confused by unclear or difficult sections of the text.

## **Limited Reader (perfunctory responses) – below 70:**

- You include very few entries.
- Very little effort is evident.
- You find the text confusing, but make no attempt to figure it out.
- You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development.
- Sentences contain numerous grammatical and spelling errors.

## **HONORS APPLICATIONS OF MARKETING PROFESSIONAL READING IN MARKETING READER'S NOTEBOOK FINAL PROJECT**

Your final project for this unit is to create an advertisement for your selected book. To market any book, an author must create solid advertisements that appeal to the reader demographic. Here are some general guidelines to assist you in the process, but feel free to add your own creative touch!

### **Gather the Details**

- Of course you have the title and the author of the book.
- Next, start by developing a tag line for the book. As a one-sentence phrase of about eight to ten words, a tag line sums up the book's theme, purpose or meaning. Hook your readers with a tag line to draw them into the book.
- Make it eye-catching and meaningful to your reader demographic.
- Use shock value, if appropriate. It can be either a question or a statement. For instance, "24 Hours to Live – What Would You Do?" could create interest.
- Write a short synopsis of the book. As a short outline of the book, a synopsis lets readers know what it's all about. Let the prospective buyer know the takeaway for reading the book.
- Gather positive reviews, testimonials, and endorsements for your book. Three testimonials can help make a book advertisement productive. You need to build confidence in prospective readers by showing what others have to say about it. The deciding factor for many people when mulling over a book purchase is reading the positive reviews from other customers. (One must be your testimonial.)
- Transfer and save the image of your book's front cover in your image-editing software.

### **Design the Ad**

- Position the elements in the advertisement. Once you have all of these elements, it is a simple matter of adding and positioning them on the page. Many graphic designers use QuarkXpress, Adobe Illustrator, or Adobe Photoshop to design book or website advertisements.
- Decide on a size for your advertisement. For posters, choose from 12-by-18 inches, 18-by-24 inches, or 24-by-36 inches.
- Add a background color to the advertisement that complements the colors in your book cover. Place your book cover image somewhere on the poster, usually near the top.
- Add your tagline in large letters.
- Type in the book title underneath the tagline in larger letters.
- Add your reviews underneath the book title or in open areas around the entire ad.
- Finally, place your synopsis at the bottom of your ad in smaller letters. Once you've captured readers' interest with your tag line and book cover, they will most likely come in closer to read more.

**HONORS APPLICATIONS OF MARKETING  
PROFESSIONAL READING IN MARKETING  
READER'S NOTEBOOK FINAL PROJECT RUBRIC**

	<b>Exemplary</b>	<b>Goal</b>	<b>Proficient</b>	<b>Developing</b>
<p><b>Advertisement contains all required information including:</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Author</li> <li>• Tagline</li> <li>• Synopsis – written by you</li> <li>• 3 Reviews/Endorsements (1 must be your own)</li> <li>• Picture of the book cover</li> </ul>				
<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Information is an accurate reflection of the book.</li> <li>• Well-written.</li> <li>• Grabs the target market's attention and makes them want to read the book.</li> </ul>				
<p><b>Design &amp; Creativity:</b></p> <ul style="list-style-type: none"> <li>• Eye-catching and visually appealing layout.</li> <li>• Applies marketing and design principles.</li> <li>• Grabs the target market's attention and makes them want to read the book.</li> </ul>				
<p><b>Overall Quality:</b></p> <ul style="list-style-type: none"> <li>• Impressive effort is evident.</li> <li>• Overall presentation is neat, organized, and with no spelling, punctuation, or grammar errors.</li> <li>• Proper formatting/size is followed.</li> <li>• Submitted on time.</li> </ul>				

**Comments:**

**Grade:**

## HONORS APPLICATIONS OF MARKETING PROFESSIONAL READING IN MARKETING BOOK TALK

As part of your final project, you will “pitch” your book in a book talk presentation. A booktalk is NOT a review or a book “report.” A book report tells somebody you read the book; a booktalk tries to convince the person to read the book. The key to booktalking is to “sell, don’t tell.” Thus, a booktalk is more of an advertisement or a commercial. A booktalk is a performance – you want to “hook” the listeners, to do everything, use every trick you can think of, to make the booktalk fun, exciting, and suspenseful.

### **How to Give a Book Talk:**

[ OPENING ] Hook your audience!

Read a quote from the book, ask a question of your audience, introduce the main idea, vividly set the scene, or do a combination of a few of these techniques.

Make sure to also give the title and author of the book.

[ SUMMARY ] In a paragraph or two, summarize the plot of the book.

Be sure that your summary introduces the main idea, identifies the problem, and leads us toward the solution – without giving away the ending or key learnings! (Leave them wanting to read the book.)

[ IMPRESSION ] Share your opinion!

How did you feel about the book? What did you think of the author? Would you recommend it to others? What would you rate it?

[ CLOSING ] Entice your audience! Ask a rhetorical question, read a quote from the book, use a cliffhanger, or do a combination of these techniques.

Remember, your book talk should flow nicely, like a commercial. It should not be a giant list answering these questions!

### **More Info on Book Talks:**

Pikes Peak Library District. “Booktalking Tips.” <https://ppld.org/teens/booktalking-tips>. Web.  
Van Otterloo, Heather. “Book Talk Examples.” *YouTube*, October 29, 2017,  
<https://www.youtube.com/watch?v=mXCriE5G2IA>. Web.

### **Sample BookTalk Pitches:**

“Book Talk Example.” *YouTube*, uploaded by YIS 2Q, March 5, 2015,  
<https://www.youtube.com/watch?v=DwyEy8Rpi7E>. Web.

“Smile Video Booktalk.” <https://www.scholastic.com/teachers/videos/teaching-content/smile-video-booktalk/>. Web.

**HONORS APPLICATIONS OF MARKETING  
PROFESSIONAL READING IN MARKETING  
BOOK TALK RUBRIC**

	<b>Exemplary</b>	<b>Goal</b>	<b>Proficient</b>	<b>Developing</b>
<b>Opening:</b> <ul style="list-style-type: none"> <li>• Starts with an interesting hook.</li> <li>• Engages the audience.</li> <li>• Gives author and title of book.</li> </ul>				
<b>Summary:</b> <ul style="list-style-type: none"> <li>• Summarizes the book accurately and without giving away all the information.</li> </ul>				
<b>Impression:</b> <ul style="list-style-type: none"> <li>• Gives opinion of the book.</li> <li>• Sells the book to the audience.</li> </ul>				
<b>Conclusion:</b> <ul style="list-style-type: none"> <li>• Wraps up talk with an interesting ending.</li> <li>• Leaves the audience wanting to read the book.</li> </ul>				
<b>Presentation Skills:</b> <ul style="list-style-type: none"> <li>• Speaks clearly, distinctly, loudly enough.</li> <li>• Good eye contact.</li> <li>• Proper body language.</li> <li>• Prepared.</li> </ul>				

**Comments:**

**Grade:**

**HONORS APPLICATIONS OF MARKETING  
PROFESSIONAL READING IN MARKETING  
BOOK TALK PEER REVIEWS**

<p>Name of Speaker: _____ Name of Book: _____</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Opening</td> <td style="width: 5%;">4</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> </tr> <tr> <td>Summary</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Impression</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Conclusion</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Presentation Skills</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Comments:</p>	Opening	4	3	2	1	Summary	4	3	2	1	Impression	4	3	2	1	Conclusion	4	3	2	1	Presentation Skills	4	3	2	1	<p>Name of Speaker: _____ Name of Book: _____</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">Opening</td> <td style="width: 5%;">4</td> <td style="width: 5%;">3</td> <td style="width: 5%;">2</td> <td style="width: 5%;">1</td> </tr> <tr> <td>Summary</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Impression</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Conclusion</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>Presentation Skills</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Comments:</p>	Opening	4	3	2	1	Summary	4	3	2	1	Impression	4	3	2	1	Conclusion	4	3	2	1	Presentation Skills	4	3	2	1
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## HONORS APPLICATIONS OF MARKETING FINAL PRESENTATION RUBRIC

	Exemplary	Goal	Proficient	Developing
<b>Content:</b> <ul style="list-style-type: none"> <li>Student demonstrates understanding of the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.</li> </ul>				
<b>Content:</b> <ul style="list-style-type: none"> <li>Student demonstrates knowledge of the importance of understanding the consumer to develop an effective marketing campaign.</li> </ul>				
<b>Content:</b> <ul style="list-style-type: none"> <li>Unifying theme is evident in all campaign activities.</li> </ul>				
<b>Skills:</b> <ul style="list-style-type: none"> <li>Student displays creative thinking, problem solving, and decision making skills.</li> </ul>				
<b>Presentation Skills:</b> <ul style="list-style-type: none"> <li>Student presents the campaign in a professional manner (eye contact, voice, preparation, confidence, proper use of visuals, etc.).</li> </ul>				
<b>Collaboration:</b> <ul style="list-style-type: none"> <li>Student collaborated with teammates throughout the entire process.</li> </ul>				

**Comments:**

**Grade:**

**HONORS APPLICATIONS OF MARKETING  
FINAL PRESENTATION JUDGES' SCORE CARD**

**Team 1:**

	<b>Rating</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Description of event is clear.</li> <li>• Objectives are defined.</li> <li>• Target market is analyzed.</li> <li>• Campaign activities are realistic.</li> <li>• Unifying theme is evident.</li> <li>• Creative samples of marketing pieces are included.</li> <li>• Campaign schedule is cohesive.</li> <li>• Budget is realistic.</li> </ul>	
<p><b>Creativity and Originality:</b></p> <ul style="list-style-type: none"> <li>• Campaign shows evidence of creative and originality.</li> </ul>	
<p><b>Presentation Skills:</b></p> <ul style="list-style-type: none"> <li>• Student presents the campaign in a professional manner (eye contact, voice, preparation, confidence, etc.).</li> </ul>	
<p><b>Visuals:</b></p> <ul style="list-style-type: none"> <li>• Visuals support presentation and are professional.</li> </ul>	

**Additional Comments/Feedback:**

**Team 2:**

	<b>Rating</b>
<p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Description of event is clear.</li> <li>• Objectives are defined.</li> <li>• Target market is analyzed.</li> <li>• Campaign activities are realistic.</li> <li>• Unifying theme is evident.</li> <li>• Creative samples of marketing pieces are included.</li> <li>• Campaign schedule is cohesive.</li> <li>• Budget is realistic.</li> </ul>	
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<p><b>Visuals:</b></p> <ul style="list-style-type: none"> <li>• Visuals support presentation and are professional.</li> </ul>	

**Additional Comments/Feedback:**

**Which team would you most likely hire to continue promoting your business?**

Team 1

Team 2