MMC 4304 – Spring 2012
Strategic Communications Seminar - Hispanic Marketing Communications
Th 9:30 a.m. – 12:15 p.m., Room A1-229

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Office Hours: T/TH 1:30 p.m. – 3:30 p.m.

Course Description
In contrast to other advertising and public relations courses, the focus of this course will be to understand the elements of effective communications in a multicultural as well as global environment, with a special focus on the Hispanic market. The course will cover the impact of culture and socio-economic differences at the local, national, and international level in establishing communications campaigns. Within this context, we will examine trends within the U.S. Hispanic communities. Therefore, this course emphasizes cultural awareness relative to developing effective communication messaging, and in a more general way, in conducting business.

It is important to note that Hispanic Americans are the fastest growing minority group in the U.S. with a population of 51 million and purchasing power of over $950 Billion, estimated to surpass $1 Trillion by the end of 2012. These statistics make this U.S. market segment equivalent to the third largest Spanish speaking country in the world in economic power, behind Mexico and Spain, and second only to Mexico in population. There is an increased demand for professional communicators who understand how to reach this market-segment using integrated marketing communications strategies and tactics. South Florida in particular, has become a major hub for one of the most complex mix of U.S. Hispanics. The unique demographic mix of Latin Americans who have immigrated to South Florida has been fueled by both political and economic turmoil in the region. In addition, many multinationals have established their Latin American headquarters here to take advantage of the richly diverse professional workforce.

The goal of the course is to create awareness of how cultural differences must be taken into consideration when developing a communications campaign. Course will also address the diversity of US Hispanic populations and the diversity of US Hispanics’ connections with cultures and locales across the globe. In addition, a final integrated strategic communications project will be required, in which students will have to develop a communications campaign to compel U.S. Hispanics to travel to a foreign destination such as Argentina, Spain, or other foreign countries. The course will consist of readings, in-class discussions, homework assignments, case studies, and guest speakers.

STUDENT LEARNING OBJECTIVES:
By the end of the seminar, students should be better able to:

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
   (1) Understand diversity of groups and the importance of cultural understanding in developing communications campaigns at the local, national and global level
   (2) Identify multicultural, demographic and economic differences among publics, and in particular the U.S. Hispanic market
   (3) Understand the diversity of US Hispanic populations and the diversity of US Hispanics’ connections with cultures and locales across the globe

Global Perspective: Ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
   (4) Understand the different principles and applied theories that must be followed in creating effective Hispanic/Latino marketing communications – whether in English or Spanish
   (5) Understand and apply elements of an integrated marketing communications strategy, especially as it applies to the U.S. Hispanic market segment in relations to an international/global destination
   (6) Conduct segmentation research and apply those findings to a Hispanic promotional campaign;
Global Engagement: Willingness to engage in local, global, international, and intercultural problem solving.

(7) Think critically, creatively and independently in order to determine the most effective strategic communications messaging for various multi-cultural and international products/services.

(8) Present a final team project on a strategic communication campaign targeting the Hispanic market to compel Hispanics to travel to Argentina, Spain, or other foreign destination.
Required Text


Required Reading

*Developing Global Awareness and Responsible World Citizenship With Global Learning*;
Authors: Gibson, et al.; Notes provided by Prof. Figueredo

Optional but Recommended Text

*Building Brand Value (2007)*, Author: Bruce Turkel; Prof. Figueredo will be providing information on how to acquire book.

Course Structure and Participation

Attendance/Tardiness: Attendance is required for participation in in-class case studies and discussion. It is not mandatory; however, your presence in class will have an impact on your final grade since there will be unannounced class exercises to review specific topics covered in lectures for that day. These exercises will combine with class participation to form 15% of your final grade. Students often complain they deserve a higher grade when they see their final grade, but forget they missed a number of classes and lost points in this 15% portion. For every absence after the first, including excused absences, two percentage points from your final grade will be taken. For every late entrance to class past the first, one percentage point will be taken.

Class Demeanor/Presentation Dress Code -- As the U.S. becomes more diverse, the preparation you receive in this class is crucial for your development as a professional in the “real world.” As such, you are expected to be respectful of others’ opinions during class discussions even when there is disagreement among colleagues. The diversity represented in the class is part of what makes the study of this important market fascinating. Your thoughts and ideas on the subjects discussed are welcome in a respectful and professional manner. Stereotypes, jokes, and any other possibly offensive and sensitive subject matter may be brought up simply to address the issues surrounding the market or media and in no way should be directed to anyone.

In addition, during your class presentations, you will be required to dress in appropriate “business casual” attire since we will have guest professionals to participate in the grading of your presentations. That means NO rumpled or dirty clothing, shorts, slogan t-shirts, flip-flops, sandals, etc.

Individual and Team Performance -- There will be one final team project, in-class exercises, and one midterm exam. There are NO MAKE-UPS for the in-class exercises. Make-ups for the midterm exam will be considered only if you have a family or personal emergency and bring appropriate documentation. If you’re not present for a team project presentation you will not receive a grade, unless you bring appropriate documentation of why you missed the presentation. As mentioned above, if you leave early, arrive late, or are absent, you will lose points from class participation toward your grade.

Because part of the work in this course involves working in a group, team participation and attitudes toward team members will be evaluated at the end of each project. A professional attitude means doing your share of the assignments on time, providing quality thought, care, and work, attending all scheduled meetings (or working out attendance problems with team mates and the instructor in advance), handling disagreements in a professional manner, and expressing collegiality.

Some team members may have difficulty meeting outside of class due to work schedules, school or other obligations. Therefore, portions of some classes will be set aside for such meetings. There should be no

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Excuse for any team member not to be able to meet in person or virtually for every group meeting and complete the work.

Assignments
All assignments must be neatly typed and submitted on the dates specified and at the beginning of the session at which they are due. No e-mail assignments will be accepted unless specifically allowed by Prof. MMC 4930 Prof. Figueredo
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Figueredo. There will be NO exceptions unless discussed in advance. Each calendar day an assignment is late will result in a reduction of a letter grade. Handwritten reports will receive two-letter grades deduction. Accuracy, spelling, grammar, punctuation and composition will all be considered in determining grades. Please consult the section included here titled “What is an Error?”

Grammar and Writing Policy
Good writing is vital to both advertising and public relations careers. Accordingly, all students will be held to a uniform writing standard. After the completion of MMC 3104, all papers, reports, and tests written outside of the classroom – regardless of length – will first be graded for content. Following that, the paper will be reviewed for writing errors. Should a paper contain three errors, five points will be taken off the final grade; four or more errors, the work will automatically lose 10 points (based on 100). At the instructor’s discretion, more stringent grading may be applied.

Readings
Readings are noted in the attached course schedule. Assigned readings must be done PRIOR to coming to class, as indicated in the schedule. You are expected to be able to discuss all reading assignments; comments or questions about the reading are welcome during class discussions. On occasion, there will be additional reading materials provided via email or handouts. Please note that all the readings assigned will help you greatly in class discussions and will provide you support in understanding the concepts offered in lecture.

In addition, you are expected to stay current on Hispanic news. We will try to provide you with some selected Hispanic media such as Hispanic and Hispanic Business magazines. However, you are highly encouraged to visit Hispanic/Latino focused web sites as well as read about Hispanic/Latino campaigns and efforts in advertising and public relations trade publications such as AdWeek, Ad Age, Hispanic Market Weekly, PRWeek, and PR Tactics.

Team Presentations
On the days when presentations are scheduled, you are to arrive on time and are required to sit through ALL presentations. Late arrival will result in a full grade reduction of the individual’s presentation grade regardless how his or her team performs that day. Because it will be critical to maintain a rigid schedule, you are urged to prepare in advance, including thinking of back-up needs should technical difficulties occur.

Grading
Final Market Strategy Project and Presentation (April 20) 30%
Midterm Exam (March 8) 30%
Homework Assignments 20%
Attendance, Class Participation 15%
Peer Evaluations 5%

The plus/minus system will be used according to the following scale:

A  92-100  B  82-86  C  70-76
A-  89-91  B-  79-81  D  66-69
B+  87-88  C+  77-78  F  0 – 65
Incompletes

Incompletes will be granted only under circumstances where a student experiences a major unanticipated event disrupting his/her studies, after satisfactorily completing at least half the term. A student requesting an incomplete must present a written explanation detailing the circumstances necessitating the request. If the incomplete is granted, the instructor will write or email the student stating the specific requirements for completion and the time frame in which the student is expected to complete them. Incompletes are not given to students as a way to avoid receiving a failing grade.
Important Dates to Remember
- Jan. 13: Last day to drop courses or withdraw from the University without a financial penalty
- Feb. 3: Last day to withdraw from the University with a 25% refund
- Feb. 3: Last day to apply for Spring 2012 graduation
- March 2: Last day to drop a course with a DR grade/last day to withdraw from the University with a WI grade
- Spring Break: Week of March 12
- April 23: Final Exam week

Academic Honesty
In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work. The use of literature, notes, aids, or assistance from other sources should be clearly identified with respect to all course assignments and examinations. In addition, students are expected to use all resources, including books, journals, and computers only in legal and authorized ways. They should also refrain from falsification of records, attend class as required, and participate in the educational process without disrupting the orderly processes and functions of the University. Failure to adhere to university and SJMC policy may result in strict disciplinary action, including expulsion from the university.

What Is An Error?
Departmental writing policies for undergraduates, undergraduates enrolled in Campaigns, and graduates all specify point deductions for errors on writing projects. The following defines what an error is, and what it is not.

A writing error is:
- A misspelling of a word, as verified in any dictionary in general use (i.e. Webster’s Dictionary, The American Heritage Dictionary of the English Language, etc.). Please note that when two or more spellings are listed, the first is the preferred spelling, but both are correct.
- A mistake of grammar or punctuation, as verified by any credible grammar and/or punctuation reference book. Commonly consulted references include: The Elements of Style by William Strunk Jr. and E.B. White; Random House Webster’s Grammar Usage and Punctuation by Laurie Rozakis; and A Writer’s Reference and A Pocket Style Manual, both by Diana Hacker.
- An error of capitalization as verified by a dictionary and/or applicable style manual.
- An error of required style as verified by the applicable style book. For example, some forms of public relations writing, such as press releases, require the use of Associate Press (AP) style. This style is defined by The Associated Press Style Book and Briefing on Media Law. Also, for research reports some instructors may brief students on the basics of American Psychological Association (APA) style and require its use. APA style is defined by the Publication Manual of the American Psychological Association.
- Errors of fact: misspellings of names, errors in numbers, errors in addition of columns of numbers, etc.
- Errors of omission: omission of the student’s name from his/her writing assignment, omission of source references, etc.
- Packaging/production errors: misalignment of paragraphs, “bad paragraph breaks,” unintended multiple typefaces, non-sequential page numbering, omission or duplication of pages, etc.

A writing error is not necessarily:
- An error of sentence structure. Departures from commonly-accepted sentence structures, *when employed for creative effect*, are not in error. An example is the use of a one- or two-word sentence for creative effect in advertising copy. However, to communicate, writing must always be clear and
make a point. Point deductions for awkward or unclear sentence structures will be made on a case-
by-case basis.
- Similarly, a misuse of word, if done for creative effect, is not necessarily an error. The instructor
reserves the right to judge the appropriateness of misused words on a case-by-case basis.
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<th>Date</th>
<th>Topic</th>
<th>Assignments/Notes</th>
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<td>Jan. 13</td>
<td><strong>Introduction to the course and Orientation</strong>&lt;br&gt;How the course is organized? What are student and professor expectations? Project team description and organization&lt;br&gt;<strong>Also Overview of market segmentation:</strong> Why are we concerned with culture? Hispanics and their impact on U.S. culture.&lt;br&gt;HW #1 due 1/20: Provide a one page summary of Hispanic Heritage Month; also provide a breakdown of the number of Hispanic males and Hispanic females in the U.S., as well as a total for how many Hispanics are under the age of 25.</td>
<td>Class Discussion&lt;br&gt;- HW #1 For Jan 20; go to Census Bureau website; assignment will be discussed in class and is described in block to the left: <a href="http://www.census.gov/pubinfo/www/NEWS/hispML1.html">http://www.census.gov/pubinfo/www/NEWS/hispML1.html</a> Scroll down to minority links, and find the link that discusses Hispanic Heritage Month</td>
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<td>Jan. 20</td>
<td><strong>The Importance of Culture – Class Notes will be handed out;</strong>&lt;br&gt;The role of culture, ethnicity, and communication; cultural archetypes and dimensions; global cultural issues; acculturation vs. assimilation; acculturation measurements; Hall &amp; Hofstede’s models&lt;br&gt;The Role of Culture Within Hispanic Segment;&lt;br&gt;Hispanic Purchasing Power and Geographic diversity&lt;br&gt;Team Assignments&lt;br&gt;Market Strategies Project Assigned</td>
<td>Class Discussion&lt;br&gt;- Discuss HW 1: Contrast Hispanic Heritage Month with Black History Month&lt;br&gt;- Read Class Notes handed out by Prof. Figueredo; Read Valdes: Chaps. 1-2&lt;br&gt;<strong>HW #2 Due Jan 27:</strong> Go to Census website and get the population numbers for the first three Hispanic market segments listed as of 2006. Compare them side by side with the general U.S. market population for the same three segments</td>
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<td>Jan. 27</td>
<td><strong>General Discussion of the Hispanic market</strong>&lt;br&gt;Guest Speaker Eugenio Brian from Major Hispanic Marketing Company – <a href="http://www.hispanicad.com">Hispanicad.com</a></td>
<td>Class Discussion&lt;br&gt;- Read Valdes: Chaps. 3 and 5&lt;br&gt;<strong>HW #3 due Feb 3</strong> - Bring copies of an add (English or Spanish) that focuses on an East-Coast Latino and a separate one on a West-Coast Latino (i.e.; Cuban/Puerto Rican/Dominican vs. Mexican/Central American); make sure to identify which one is East and West&lt;br&gt;<strong>HW #4, Also due Feb 3;</strong> Go online and visit hispanicad.com; prepare a two page report on how the information in the article of the week supports reaching Hispanics</td>
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<td>Feb. 3</td>
<td><strong>Self-identification – Acculturation Factor</strong>&lt;br&gt;Race vs. ethnicity; cultural and historical origins; immigration discussion; Hispanic vs. Latino&lt;br&gt;<strong>Targeting and communicating with East Coast Hispanics vs. West Coast Hispanics</strong> – Discussion and comparisons of different advertising campaigns&lt;br&gt;<strong>Hispanics in Society</strong> – Hispanics in education, management, blue collar workers, in politics – Discussion of Hispanics in construction and marketing products to them</td>
<td>Class Discussion&lt;br&gt;- Will speak about reaching Hispanics&lt;br&gt;- Read Valdes: Ch. 4; Read Handout notes on Hispanic workers demographics&lt;br&gt;<strong>HW #5:</strong> due February 10; Bring an add that focuses on products for construction workers (boots, helmets, tools, etc) in either Spanish or English</td>
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<td>Feb. 10</td>
<td><strong>Targeting the Hearts and Minds of Latinos</strong>&lt;br&gt;Segmenting Latinos by income levels and place of birth</td>
<td>Class Discussion&lt;br&gt;- Read Valdes Ch. 6 and 7&lt;br&gt;<strong>HW #6 due Feb 17:</strong> go online at <a href="http://www.census.gov/pubinfo/www/NEWS/hispML1.html">http://www.census.gov/pubinfo/www/NEWS/hispML1.html</a> Scroll down to minority links, and find the link that discusses Hispanic Heritage Month</td>
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<td>Feb. 17</td>
<td><strong>Guest Speaker – Manny Ruiz, President of HispanicPRBlog</strong>; will discuss how PR strategies are critical to reaching hispanics</td>
<td>HispanicPRBlog.com and write a two page report on the top profile story on the front page of the blog</td>
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<td>Feb. 24</td>
<td><strong>Discussion on Language preferences and differences by country of origin</strong>&lt;br&gt;- understanding the nuances in how Latinos communicate and the impact on communications campaigns.</td>
<td>HW #7 Due Feb 24: - Bring in any Hispanic ad and write a short, one page critique of the ad; ad can be in English or Spanish</td>
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<td><strong>In-Culture Generation Segments – The Youth and Adult Markets; Understanding how to create brand loyalty in the Hispanic market</strong>&lt;br&gt;<strong>Hispanics and Customers</strong>&lt;br&gt;– In-culture household intelligence; what are Hispanic purchasing preferences and how to best market them</td>
<td>Read Valdes: Ch. 9 and 10&lt;br&gt;Prof. Figueredo’s handout notes</td>
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<td>March 3</td>
<td><strong>First half of class:</strong> Discussion on issues of global awareness and global citizenship; individual in-class assignment will be required&lt;br&gt;<strong>Second half of class – Midterm exam review</strong></td>
<td>Reading and in-class assignment: <em>Developing Global Awareness and Responsible World Citizenship With Global Learning</em>, Authors: Gibson, et al.; Notes provided by Prof. Figueredo</td>
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<td>March 10</td>
<td>9:15 -10:05 a.m. - <strong>Midterm Exam</strong>&lt;br&gt;Exam should not take longer than 90 minutes.&lt;br&gt;Teams should meet after exam to continue working on final project</td>
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<td>March 14-18</td>
<td><strong>No Class – Spring Break</strong>&lt;br&gt;</td>
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<td>March 24</td>
<td><strong>Presentation on Strategic Communication</strong> – This is a special presentation by Prof. Figueredo … don’t miss it (Note: HW#8, based on this presentation is due next week)&lt;br&gt;<strong>Discussion of Final Project</strong></td>
<td>Prof. Figueredo’s handouts and class discussion - All students are encouraged to be present in order to participate in the discussion</td>
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<td>March 31</td>
<td><strong>Important Hispanic Lifestyle Communications Issues – Healthcare and Travel</strong> – Discussion on lifestyle statistics as well as marketing and promotions; broadcast &amp; print advertising; communicating with general vs. Hispanic market;</td>
<td>HW#8: Write a two page report on your thoughts about the Strategic Communications presentation from March 24&lt;br&gt;Prof. Figueredo’s Notes</td>
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<td>April 7</td>
<td><strong>Hispanic Media: origin, growth, trends</strong>&lt;br&gt;Media growth and outreach; cultural influencers; cross-border implications; role of technology&lt;br&gt;Guest Speaker on Hispanic Media&lt;br&gt;<strong>Update Discussion on Final Project</strong> –</td>
<td>HW #9 due April 7: Write a two-page report on travel characteristics by Hispanics presented in last week’s discussion&lt;br&gt;Prof. Figueredo’s notes</td>
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<td>April 14</td>
<td><strong>Team Meetings with Prof. Figueredo to review status of each team; Prof. Figueredo will be providing high-level counseling for the final presentation on how to structure a real client’s project</strong></td>
<td>HW #10 due April 14: Write a two-page report on the origins and growth of Hispanic TV discussed last week</td>
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<td>April 21</td>
<td><strong>Final Project Presentation – Time will be decided by group;</strong></td>
<td>Team presentations</td>
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