



Degree Level: Bachelor's Degree Graduate Diploma Master's Degree Higher Graduate Diploma Ph.D.

Bachelor of Communication Arts Program in Media and Communication (International Program)

Course Title: Integrated Media Campaigns

Course Code: ICMC 231

Mahidol University International College

Fine and Applied Arts Division

TQF3 Course Specification

Section 1 General Information

1. Course Code and Title

In Thai ICMC 231 การรณรงค์ในสื่อบูรณาการ

In English ICMC 231 Integrated Media Campaigns

2. Number of Credits 4 (4 – 0 – 8)

3. Curriculum and Course Type

3.1 Program of Study Media and Communication

3.2 Course Type Major Concentration Course

4. Course Coordinator and Instructor

4.1 Course Coordinator Dr. Jerimiah F. Morris, Media and Communication Program,
A632, 02-700-5000 ext. 4601, jerimiah.mor@mahidol.ac.th

4.2 Instructor Dr. Jerimiah F. Morris, Media and Communication Program,
A632, 02-700-5000 ext. 4601, jerimiah.mor@mahidol.ac.th

5. Trimester/Class Level

5.1 Trimester Third Trimester / Second Year Students

5.2 Number of Students Allowed Approximately 40 Students

6. Pre-requisite ICMC 209 Creativity and Digital Communication

ICMC 209 ความคิดสร้างสรรค์และการสื่อสารดิจิทัล

7. Co-requisites None

8. Study Site Location

Mahidol University International College, Mahidol University, Salaya Campus



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Mahidol University International College

Fine and Applied Arts Division

Section 2 Aims and Objectives

1. Course Goals

- 1.1 Have students refine and integrate their knowledge and skills of media, messages, audiences, platforms, and influence in order to develop and implement a campaign
- 1.2 Have students refine their creative and storytelling techniques for use in the planning and creating of a campaign and its content that will have the desired effect on the targeted audience
- 1.3 Have students refine their abilities to evaluate, use and create content for campaigns in socially contributing ways

2. Objectives of Course Development/Revision

2.1 Course Objectives

- 2.1.1 Students will question, evaluate, understand, and appreciate campaign practices as they apply to their personal and professional lives
- 2.1.2 Students will use campaign practices and tools creatively to prepare them for a society and industry that demands the use of integrated content
- 2.1.3 Students will use industry practices to create a campaign, teaching them to implement different ways of creating and integrating content for audience effectiveness

2.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

1. CLO1 Demonstrate how to plan for and integrate content into a campaign that will have a desired impact on a targeted audience
2. CLO2 Analyze how campaigns and their content are created and integrated together
3. CLO3 Evaluate how audiences receive and respond to campaigns
4. CLO4 Design content and integrate it into a campaign



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Fine and Applied Arts Division

Section 3 Course Description and Implementation

1. Course Description

(In Thai) การวางแผน การดำเนินการ การออกแบบ และการผลิต^{ข้อมูล}ความและเนื้อหาของการรณรงค์ การวิเคราะห์สื่อ^{ข้อมูล}ความ^{ผู้}ชม และแพลตฟอร์ม การใช้การ^{ปัจจัย}ว่าใจและอิทธิพลในการรณรงค์ ผ่านที่การจัดการ การรณรงค์ของ แรงจูงใจ การควบคุมผลกระทบ การกำหนดลักษณะความสำคัญของกลุ่ม^{เป้าหมาย} สื่อผสม และการระดมทุน จริยธรรมการรณรงค์

(In English) Planning, executing, and evaluating digital campaigns; researching, designing, and producing campaign messages and content; medium, message, audience, and platform analysis; applying persuasion and influence in campaigns; campaign management functions of the motivation, the impact control, setting priorities of target groups, the media mix, and fundraising; campaign ethics.

2. Number of hours per trimester

Theory (hours)	Practice (hours)	Self-study (hours)
48 (4 hours x 12 weeks)	0	96 (8 hours x 12 weeks)

3. Number of Hours per Week for Individual Advice

4 hours per week or by appointment as indicated in the course syllabus and on instructor's office door



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Fine and Applied Arts Division

Section 4: Development of the expected learning outcomes

1. By the end of the course, students who successfully complete the course will be able to:
2. 1. CLO1 Demonstrate how to plan for and integrate content into a campaign that will have a desired impact on a targeted audience
3. 2. CLO2 Analyze how campaigns and their content are created and integrated together
4. 3. CLO3 Evaluate how audiences receive and respond to campaigns
5. 4. CLO4 Design content and integrate it into a campaign

6. How to organize learning experiences to develop the knowledge or skills stated in number 1 and how to measure the learning outcomes

Course Code	Teaching and learning experience management	Learning outcomes measurements
CLO1	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	In class collaboration Online quizzes
CLO2	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	Campaign analysis report
CLO3	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	Audience case study report
CLO4	Directed discussions, Case method, Project-based learning	Campaign project



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Section 5 Lesson Plan and Evaluation

1. Lesson Plan

Week	Topic/Details	Number of hours		Teaching activities / media	Instructors
		Classroom sessions	Practice sessions		
1	Course Introduction Integrated media campaigns	4	0	Interactive lectures, Directed discussions	Dr Jerimiah Morris
2	Campaign development: Research and analysis	4	0	Interactive lectures, Directed discussions, Inquiry-based learning	Dr Jerimiah Morris
3	Campaign development: Strategy and tactics	4	0	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	Dr Jerimiah Morris
4	Content development: Messaging and audiences	4	0	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	Dr Jerimiah Morris
5	Content development: Media and platforms Online quiz 1	4	0	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	Dr Jerimiah Morris
6	Campaign project workshop 1 Campaign analysis report	4	0	Directed discussions, Case method, Project-based learning	Dr Jerimiah Morris
7	Connecting to audiences through storytelling	4	0	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	Dr Jerimiah Morris
8	Creative use of media events in campaigns	4	0	Interactive lectures, Directed discussions, Case method, Inquiry-based learning	Dr Jerimiah Morris
9	Campaign project workshop 2 Audience case study report	4	0	Directed discussions, Case method, Project-based learning	Dr Jerimiah Morris
10	Evaluating and adjusting campaigns Online quiz 2	4	0	Interactive lectures, Directed discussions, Case method, Project-based learning	Dr Jerimiah Morris
11	Campaign project workshop 3	4	0	Directed discussions, Case method, Project-based learning	Dr Jerimiah Morris



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Course Code: ICMC 231

Mahidol University International College

Fine and Applied Arts Division

Week	Topic/Details	Number of hours		Teaching activities / media	Instructors	
		Classroom sessions	Practice sessions			
12	Campaign Projects Course summary	4	0	Directed discussions, Case method, Project-based learning	Dr Jerimiah Morris	
	Total	48	0			



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Mahidol University International College
Fine and Applied Arts Division

2. Evaluation of the CLOs

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

- Inquiry-based learning activities completed in class during weeks 2, 3, 4, 5, 7, 8, and 10 to provide feedback to student on their understanding of course topics
- Workshop sessions conducted in class during weeks 6, 9, and 11 to provide feedback to student on the development of their campaign project

b. Summative assessment

(1) Tool and weight for measurement and evaluation

Learning Outcomes	Measurement Method	Weight (Percentage)	
CLO1 Demonstrate how to plan for and integrate content into a campaign that will have a desired impact on a targeted audience	In class learning activities	10	40
	Online multiple choice quizzes	30	
CLO2 Analyze how campaigns and their content are created and integrated together	Group written report (Campaign analysis report)	20	20
CLO3 Evaluate how audiences receive and respond to campaigns	Group case study oral report (Audience case study report)	10	10
CLO4 Design content and integrate it into a campaign	Group production-based project (Campaign project)	30	30
Total			100

(2) Measurement and evaluation

Grade	Achievement	% Range	GPA
A	Excellent	90-100	4.0
B+	Very Good	85-89	3.5
B	Good	80-84	3.0
C+	Very Satisfactory	75-79	2.5



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Mahidol University International College
Fine and Applied Arts Division

C	Satisfactory	70-74	2.0
D+	Poor	65-69	1.5
D	Very Poor	60-64	1.0
F	Fail	0-59	0.0

Assessment Criteria for In Class Learning Activities					
Criteria	Excellent (A)	Good (B to B+)	Satisfactory (C to C+)	Poor (D to D+)	Fail (F)
Preparedness	Often prepared to engage in learning activities	Sometimes prepared to engage in learning activities	Occasionally prepared to engage in learning activities	Rarely prepared to engage in learning activities	Not prepared to engage in learning activities
Collaboration	Substantial engagement with others during learning activities	Good engagement with others during learning activities	Satisfactory engagement with others during learning activities	Poor engagement with others during learning activities	Did not engage with others during learning activities
Connections	Clear comprehension & application of topics in learning activities	Good comprehension & application of topics in learning activities	Satisfactory comprehension & application of topics in learning activities	Poor comprehension & application of topics in learning activities	Unable to demonstrate comprehension & application of topics in learning activities

Assessment Criteria for Quizzes					
Criteria	Excellent (A)	Good (B to B+)	Satisfactory (C to C+)	Poor (D to D+)	Fail (F)
Knowledge & comprehension	Demonstrated comprehensive knowledge & understanding of subject	Demonstrated good knowledge & understanding of subject	Demonstrated satisfactory knowledge & understanding of subject	Demonstrated poor knowledge & understanding of subject	Unable to demonstrate knowledge or understanding of subject
Application	Demonstrated substantial application of concepts	Demonstrated clear application of concepts	Demonstrated satisfactory application of concepts	Demonstrated poor ability to apply concepts	Unable to apply concepts



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Mahidol University International College
Fine and Applied Arts Division

Analysis	Demonstrated excellent ability in analyzing & drawing appropriate & inventive conclusions	Demonstrated good ability in analyzing & drawing conclusions	Demonstrated satisfactory ability in analyzing & drawing conclusions	Demonstrated poor ability in analyzing & drawing conclusions	Unable to analyze & draw conclusions
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Assessment Criteria for Written and Oral Case Study Reports

Criteria	Excellent (A)	Good (B to B+)	Satisfactory (C to C+)	Poor (D to D+)	Fail (F)
Problem statement	Problem statement is clear, & well discussed	Problem statement is quite clear, & is well discussed	Problem statement is stated, but does not clarify it enough	Problem statement is barely stated	Problem statement is not discussed at all
Organization	Report is well organized. All the facts and details support the discussion in an ordered way. Follows the correct layout.	Report is organized & reveals details. Most of the information supports the discussion & is logically stated. Follows the correct layout.	Organization needs clarity but it is still understandable. Information is too dependent on secondary sources. Mostly follows the correct layout.	Organization is quite basic. The focus on the topic is present, but the information is not processed deeply enough.	No organization present. There is no focus on the topic & facts & details do not support the argument.
Application	Demonstrated substantial application of concepts	Demonstrated good application of concepts	Demonstrated satisfactory application of concepts	Demonstrated poor ability to apply concepts	Unable to apply concepts
Interpretation & analysis	Interpretation matches the information & the analysis is fully checked with parallel material	Interpretation & information is essentially correct, but more attention should have been given to parallel material	Interpretation & information would have benefitted with more parallel analysis	Interpretation is too basic, no parallel analysis done & analysis too basic	There is no process of interpretation & the information given is not further analyzed



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Mahidol University International College
Fine and Applied Arts Division

Final Observations & conclusions	Observations & conclusions are clearly stated, & really matching the introductory statement	Observations & conclusions are stated, but more discussion could have been done to connection with the initial part	Observations & conclusions are present, but any link with the statement in the introduction is missing	Observations are not clear & conclusions is very weak	Observations are not clear, & conclusions are missing or completely off-topic
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Assessment Criteria for Production-Based Projects					
Criteria	Excellent (A)	Good (B to B+)	Satisfactory (C to C+)	Poor (D to D+)	Fail (F)
Key Principle	Understanding of key principle is tight & clearly-focused with excellent application	Understanding of key principle is adequately focused & relevant with good application	Understanding of key principle needs more focus with fair application	Understanding of key principle lacks relevance & focus with limited application	Absence of relevance & focus in understanding of key principle with no application
Production	Demonstrated substantial use of production methods	Demonstrated clear use of production methods	Demonstrated satisfactory use of production methods	Demonstrated poor ability to use production methods	Unable to use production methods
Creativity & Aesthetics	Consistent & innovative use of creativity & storytelling with very appealing aesthetics	Mainly consistent use of creativity & storytelling with mostly appealing aesthetics	Some inconsistencies in the use of creativity & storytelling with appealing aesthetics	Inconsistencies in the use of creativity & storytelling with limited aesthetic appeal	Many inconsistencies with limited creativity & no storytelling & is unappealing aesthetically

(3) Re-examination (if the course allows any)

N/A - (Not applicable with MUIC)

3. Students' Appeal

A written explanation providing facts and evidence should be submitted to the instructor explaining why the assignment grade should be changed. This should be done within one



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Mahidol University International College

Fine and Applied Arts Division

week after an assignment is returned to students. The instructor will use this to reconsider the grade for that assignment. Instructor will reply within one week.



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Bachelor of Communication Arts Program in Media and Communication (International Program)

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Mahidol University International College
Fine and Applied Arts Division

Section 6 Teaching Resources

1. Required Texts

- 1) Kim J. Harrison. (2019). *Communication Campaign Plans*. Independent Publishers.
- 2) Bernadette Jiwa. (2019). *The Right Story: A Brief Guide to Changing the World*. Perceptive Press.

2. Suggested Materials

- 1) Larry Percy. (2018). *Strategic Integrated Marketing Communication* (3rd ed.). Routledge.
- 2) Bernadette Jiwa. (2020). *What Great Storytellers Know: Seven Skills to Become Your Most Influential and Inspiring Self*. Two Page Books.

3. Other Resources (if any)

[The Community Toolbox](#)



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Mahidol University International College

Fine and Applied Arts Division

Section 7 Evaluation and Improvement of Course Implementation

1. Strategy for Course Effectiveness Evaluation by Students

- 1.1. Formal student evaluations of course
- 1.2. Student anonymous suggestions for improvements to the course
- 1.3. Informal discussions between instructor and students

2. Strategy for Teaching Evaluation

- 2.1. Peer observation and discussion of teaching methods
- 2.2. Observations and reflections by instructor
- 2.3. Results from examinations and assignments
- 2.4. Verification of results from student evaluation of course

3. Teaching Improvement

- 3.1. Reviewing teaching notes of difficulties and improvements from last time
- 3.2. Meeting of program faculty members to discuss difficulties and improvements
- 3.3. Updating teaching methods through attending conferences, seminars or training

4. Verification of Standard of Learning Outcome for the Course

- 4.1. Analysis of students' learning outcomes using scores and feedback on assignments
- 4.2. Discussions with students and peers on learning outcomes and evaluation criteria
- 4.3. Formative feedback on students' assignments are clearly explained and communicated to students with students given a chance to formally respond to assessment feedback

5. Revision Process and Improvement Plan for Course Effectiveness

- 5.1. Lecturer reviewing course and teaching notes before the trimester starts
- 5.2. Dialogue with peers, alumni, and people in industry on topics and assessments
- 5.3. Applying recommendations from peer observations and student evaluations
- 5.4. Attending academic conferences, seminars, or training to stay abreast of topic and teaching methods



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Mahidol University International College

Fine and Applied Arts Division



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Mahidol University International College
Fine and Applied Arts Division

Appendix

Relations between the course and the program

Table 1 Relations between the course and the PLOs

Convergence Media and Culture	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
ICMC 231	R	R	R	R	R	R

Table 2 Relations between CLOs and PLOs

ICMC 231	PLOs					
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1 Demonstrate how to plan for and integrate content into a campaign that will have a desired impact on a targeted audience			3.2		5.1	
CLO2 Analyze how campaigns and their content are created and integrated together		2.2			5.2	
CLO3 Evaluate how audiences receive and respond to campaigns			3.1			6.2
CLO4 Design content and integrate it into a campaign	1.2			4.3		6.1

Table 3 PLOs that the course is responsible for

ELOs	Sub ELOs
ELO 1 Apply ethics in the professional practice of craft-led works and academic studies.	1.1 Create media products and strategies that ethical to the society and to the world. 1.2 Be ethical and professional in all tasks of media product creation and media planning.
ELO 2 Solve problems to creatively overcome theo-	2.1 Apply critical thinking skills. 2.2 Develop research-based media products and strategies academically and creatively.



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Course Title: Integrated Media Campaigns

Course Code: ICMC 231

Mahidol University International College
Fine and Applied Arts Division

retical and pragmatic obstacles related to content creation.	
ELO 3 Value creativity and global thinking to embrace cultural diversity in national and global perspectives.	3.1 Demonstrate cultural awareness and foster understanding of diversity into media products and strategy creations. 3.2 Apply the global trends and their effects on local media issues.
ELO 4 Develop high quality media content.	4.1 Evaluate what is good vs. bad media content. 4.2 Apply audio and visual communication skill in digital media content creation. 4.3 Formulate media content from various sources with in-depth thoughts and value and can create dramatic content.
ELO 5 Execute media convergence and media convergence strategies, respectively.	5.1 Understand the different characteristics of each media platform and their shared qualities, and can use them to serve the purpose successfully. 5.2 Apply the knowledge of one content and expand and distribute it into various platforms. 5.3 Implement the concept of media convergence and can execute strategies to lead for the digital media industry.
ELO 6 Use media for communication from the level of interpersonal into the global.	6.1 Operate media in various forms to communicate with the targeted audiences with the set objectives successfully. 6.2 Execute different level of communication to serve the purpose effectively. 6.3 Apply communication skill in conducting research and scientific thinking process.
ELO 7 Create thesis products that demonstrate a culmination of the program ELOs.	7.1 Develop thesis projects that reflect the student's learning outcomes throughout the 4-year study of the program.