

Syllabus Hispanic Marketing Communication

ADV5415 Section 1
Mode of Instruction: Face-to-Face
School of Communication
College of Information and Communication
Florida State University

Fall 2011

INTRODUCTION: Welcome to Hispanic Marketing Communication. This is a unique course part of the IMC graduate program, a [Graduate Certificate Program](#), and a Multicultural Marketing Communication certificate that will be available soon. It is also part of a larger effort called “The FSU Center for Hispanic Marketing Communication,” the only one of its kind in the US.

The target participants for this course are students who intend to be professionally involved in serving the US Hispanic market as marketers, market strategists, advertising executives and planners, media executives, social service providers, advertisers, and anyone else reaching out to Latinos with a product, cause or service. In addition, this course is a starting point for students who desire to build an academic career on this subject.

This course allows the student to place him/herself among the few professionals in the US that understand the US Latino market. It should be clear that your proactive participation in this course will determine the extent to which you will benefit from the knowledge and practice that the course offers. Many product manufacturers, retailers, and service providers, and their ad agencies, in the US are actively pursuing the Hispanic market. This is particularly true after the US Census Bureau counted over 50 million Latinos in 2010. There are many employment opportunities for those who can show competence in addressing the needs and wants of US Hispanics.

The list of topics below constitutes the schedule and list of assignments for the course. If you find active links for a topic they also represent required readings. Course assignments and their due dates are listed under each topic.

INSTRUCTOR: Dr. Felipe Korzenny

OFFICE: 3127 University Center C

PHONE: 850 583 0378

[You can e-mail me here](#)

OFFICE HOURS: Mondays and Tuesdays 1:30 pm to 3:30 pm, after class, and by appointment

CLASS MEETINGS:

Mondays: 4:00 pm – 6:30 pm, 3116 Building C, University Center

FORMAT: The course is designed for active participation. Most weeks there will be assignments due where groups will make presentations to the class. Thus, a combination of lectures, guest lectures, discussions, interaction, and presentation of assignments to the class will be common during most class sessions.

The "Library" on [Blackboard](#) will be used to make many class materials available. Students are strongly encouraged to become familiar with materials in the library as early in the semester as possible.

Students are encouraged to set up blogs, discussion boards, and to publish opinion pieces in sites such as www.hispanicad.com. These activities will enhance your opportunities for obtaining rewarding jobs in the future. Individual pieces that the instructor deems appropriate for publication will be sent to www.HispanicAd.com, and students whose pieces get published will get two extra points for a maximum of 4 extra points in the semester.

Assignments: All assignments must go beyond the readings. Assignments are designed for students to explore a topic in further depth than the reading materials. Students must add their thinking and further research to each assignment and not simply summarize the readings. Assignments that simply summarize assigned readings will be considered unresponsive.

Student presentation and papers are to be submitted electronically via e-mail and at least 2 hours before class time the day they are due. See details below. Also, all papers must be brought to class for presentation and discussion.

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OBJECTIVES:

At the end of the semester the student will be able to:

- a. Describe the US Hispanic market according to its salient characteristics
- b. Enumerate the factors that make the Latino market different from other culturally unique markets
- c. Explain the dynamics that influence the uniqueness of the market
- d. Create a media plan to reach specific Hispanic consumer targets
- e. Interpret Latino cultural patterns in a marketing framework
- f. Identify strategic elements that enhance the communication between the marketer and the Hispanic consumer
- g. Generate positioning statements that will meet with success in the US Hispanic market
- h. Analyze and create segmentation approaches for reaching the Hispanic market
- i. Identify measurement and other methodological issues that influence how Hispanic marketing research should be conducted
- j. Produce a viable and sound strategy when marketing to Hispanics
- k. Identify Latino patterns of Internet use and in comparison with other cultural groups
- l. Conduct a Hispanic marketing study to guide a marketing strategy
- m. Generate a marketing strategy based on an understanding of the Hispanic market and its segments. The marketing strategy is the logical arrangement of resources that will allow the marketer to achieve marketing objectives:
 - a. Problem definition;
 - b. Statement of objectives;
 - c. Target identification;
 - d. Identify media/touch-point resources;
 - e. Create a message platform based on consumer cultural insights;
 - f. Conduct research to assess message insights and media allocations;
 - g. Provide guidelines for implementation; and
 - d. Suggest ways to evaluate the effectiveness of the strategy.
- n. Address ethical issues in Hispanic and culturally based marketing

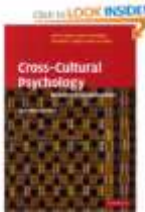
TEXTS and readings

Required book for this course:



Hispanic Marketing: Connecting with the New Latino Consumer by Felipe Korzenny and Betty Ann Korzenny, published by [Routledge](#) in August 2011, is a required book. This book was inspired by years of business practice, trade lectures and publications, and teaching this course. This book attempts to educate marketers to reach Hispanic consumers with culturally relevant messages, strategies, and media. This book emphasizes the communication aspect of marketing, and will guide the pace and content of the course. [For special pricing click here.](#)

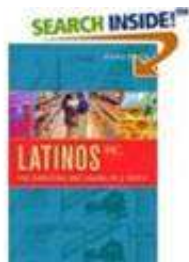
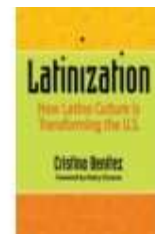
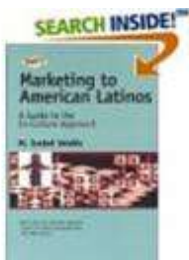
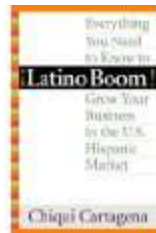
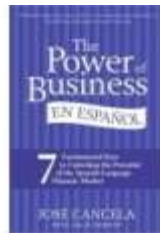
Other books that students should consult to supplement their readings and assignments:



This book is recommended because it does a great a job in detailing the conceptual issues involved in acculturation. Acculturation as a process has been one of the central conceptual themes in segmenting US Latinos.



This is a useful book that will allow students to understand the organizational context of Hispanic marketing. Also, this book provides guidance as to how to look at Hispanic marketing from a strategic perspective. The communication process in Hispanic marketing is not the strength of this book, but the overall strategy is.



The [book Spanglish by Ilan Stavans](#) is also a book you will benefit from consulting. It refers to how language has evolved and is modified as Hispanics confront the use of two languages.

Other novels that exemplify the lives of Latinos in the US:

How the Garcia Sisters Lost their Accents, by Julia Alvarez

Caramelo, by Sandra Cisneros

The Brief Wondrous Life of Oscar Wao, by Junot Diaz

Dreaming in Cuban, by Cristina Garcia

Hunger for Memory: The Education of Richard Rodriguez, by Richard Rodriguez

Additional resources:

[Census.gov](http://www.census.gov)

[Hispanic Journal of Behavioral Sciences](#) (From FSU libraries Click on Sage Publications)

[The Business Journal of Hispanic Research](#)

<http://www.census.gov>

[American Community Survey: American Fact-Finder](#)

[Pew Hispanic Center](#)

[The Journal of Advertising Research](#)

[Advertising Age](#)

[Center for Hispanic Marketing Communication](#)

<http://juantornoe.blogs.com/hispanictrending/>

[Hispanic Market Info from ImpreMedia](#)

[Bixal.com for Online Marketing to Latinos](#)

More Links:

<http://www.pewhispanic.org/index.jsp>
www.hispanicad.com
www.ahaa.org Association of Hispanic Ad Agencies
<http://hispansource.org>
<http://www.hmweekly.com/>
<http://www.spanishmedia.unt.edu/> Center for Spanish Language Media
<http://www.adage.com/section.cms?sectionId=123>
<http://www.capturagroup.com>
<http://www.cnc.org>
<http://www.hispanicbusiness.com/>
<http://www.e-lynks.com/spanish.htm>
<http://www.hispaniconline.com/>
<http://www.lulac.org/>
<http://www.pewhispanic.org/index.jsp>
<http://www.selig.uga.edu> Buying power projections
<http://www.lbausa.com/>
<http://www.multicultural.com/>
<http://www.pewhispanic.org/index.jsp>
<http://www.latinoprintnetwork.com/>

Clearly searches for electronic Journals and periodicals at the [FSU Libraries](#) site can be very productive, as well as going to [Google Scholar](#).

Blackboard course library

There are many resources for this course in the Blackboard library (<http://campus.fsu.edu>). Students must become familiar with them. Actually, if you ever wonder where you could find some information on Hispanic marketing, look at the Blackboard library for this course because it may just save you time.

Active links

Any active links in the course schedule of topics are required readings. Please make sure you click and explore the different links in the actual topics. Please notify the instructor if a link stops functioning. Also, please feel free to suggest topic links that can enrich the experience of the course.

COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

Week 1, August 29 -----

Introduction to the course

- Why study HMC?
- Course organization
- Syllabus description

We will try to have one or more guest speakers to address the group via speakerphone on this day.

Assignment 1: Each student will prepare a short paper (about 2 pages) selecting one or more of the topics below:

- Why is culture underestimated in marketing?
- What is the New Latino in the US?
- What makes Hispanics uniquely targetable?
- Elaborate on “all marketing is cultural.”

Remember that all papers should incorporate additional research beyond the assigned readings. All sources consulted must be referenced (any style, but consistently).

As you will do with all assignments, submit it by e-mail as indicated, and bring a hard copy to class for discussion.

Read K & K Chapter 1

Due September 12

(There are no classes on September 5 due to Labor Day)

Week 2, September 12 -----

Cultural Marketing: A New Understanding

- From International to Intra-National Marketing
 - Why Is Culture Underestimated in Marketing?
 - The Nature of Culture
 - Tangible Culture: Objective Culture
 - Examples of Hispanic Objective Culture
 - Intangible Culture: Subjective Culture
 - Deeply Held Beliefs
- Behavioral Orientations: Values and Attitudes
 - Meaning: Interpretation and Perception
 - Culture Is like Water for Fish
 - How Different Are Cultures Among Themselves?
 - Marketers' Unease with Cultural Marketing
 - How to Ask Cultural Marketing Questions?
 - A Combination of Disciplines: A Psycho-Socio-Cultural Approach
 - Predicting Behavior Is at the Core of Marketing
 - Cultural Knowledge Improves Accuracy
 - Social Class Interacts with Culture
- The New Hispanic and the American Experience: Another Difference
- Culture Shock
 - The Risk-Taking Immigrant
 - A New Hispanic Identity
- The Challenge Facing Those Who Market to Hispanics
- Are Latinos a Targetable Market?
 - Magnitude
 - Buying Power
 - A Common Way of Looking at the World: Motivations, Perceptions, and Beliefs
 - Latinos Are Not a Race
 - A Rich Common Heritage
 - The Spanish Language as a Unifying Force
 - A Spanish-Language Industry Has Facilitated Targeting
 - Culture More Than Language Alone
 - Geographic Concentration

Assignment 2: Small groups of students will gather a minimum of three ads directed to Hispanics and in a 15 minute PP presentation will analyze each ad as follows:

- a. Intended target(s)/audience(s) within the Hispanic market
- b. Key consumer insight(s) to connect with them
- c. Advertising goal and strategy (what are they trying to accomplish and how?)
- d. Your opinion of the quality of the execution
- e. How would you communicate the product or service better to these consumers?

Read K&K Chapters 2 and 8

As in all cases read assigned readings before doing the assignment.

Due September 19

Week 3, September 19 -----

The Composition of the Latino Market

- Historical and Cultural Origins of Hispanics
 - Iberian Diversity and Commonality
 - The Latino Market: A Hispanic Heritage
 - Latin American Immigration: The Economic Push and the
 - Emotional Pull
 - Mexico's Proximity and a Moving Border
 - Puerto Rico
 - Cuba
 - Central America
 - South America
 - Dominicans
 - Implications of Homogeneity and Diversity
 - Testing the Assumption of Homogeneity
- Geographic Trends
 - 2008 Data Confirms Dispersion
 - Dispersion also Takes Place in Metropolitan Areas
 - Implications of Geographic Dispersion
- Socioeconomic Trends
 - The Elite
 - The Middle Class
 - The Largest Contingent: The Working Class
- Income Levels: Surprise for Marketers
- Family Size and Economic Behavior
 - Sharing a Roof
- Education

Assignment 3: Each student will prepare an essay (about 2 page) on one or more of the following topics:

- What is Latino cultural identity?
- What is the role of reference groups in influencing Hispanic consumer behavior?
- How can should marketers think about the issue of labels, i.e. Hispanic, Latino, etc.?

The purpose of this essay is to explore the relationship between identity, labels, and group affiliation, with Hispanic consumer behavior. Your essay must go beyond the assigned readings and demonstrate thoughtful reflection on the topic.

Read K&K Chapter 3

Due September 26

Week 4, September 26 -----

The Latino Essence of “Hispanic”

- Making Cultural Identity a Core Marketing Element
 - Cultural Identity Derives from Reference Groups
 - Reference Groups and Their Role in Consumer Social
 - Homophily: The Importance of Similarity
 - Successful Models and Their Expertise
 - Modeling the Behaviors of Even Those Who Oppress
 - The Identification of Models in Practice
- Identity and Socialization
- Predictability Is Central to Marketing
- Labels and Identities in Marketing to Hispanics
 - Questions Influence Answers
 - Is There a Hispanic Essence?
- The Question of Labels
 - Hispanic or Latino?
 - How to Identify Latinos
 - Label Choice as Equivalent of Identity
 - Classification Based on Country of Origin/Ancestry
 - Further Identity/Reference Group Measures
 - Objective/Behavioral Measures
 - Subjective Measures
- Stereotypes and Identity
 - Stereotype Stages
 - Stereotypes and Their Impact on the Larger Society
 - Stereotypes and Their Impact on Hispanics

Assignment 4: Small groups of students will prepare a short 20 minute presentation about one or more of the following topics:

- a. Code Switching as it relates to Hispanic consumer behavior
- b. Differences between code switching and Spanglish, and implications for advertising to Hispanics
- c. Can language influence the ways in which Latino consumers behave in the marketplace
- d. Explanation of the Sapir-Whorf hypothesis and its implications for Hispanic consumer behavior
- e. Discuss the arguments for keeping languages separate and pure, and for allowing languages to naturally evolve.
- f. Are language and culture distinct or overlapping entities? What are the implications of this debate for marketing to US Hispanics?

The presentations should **not be a repetition** of the text but must elaborate on the issues based on additional readings, personal experiences, and a minimum of five interviews with diverse Hispanic consumers. As always, read assigned readings before completing this assignment. All students should be prepared to discuss all topics in class.

Read K&K Chapter 4

Due October 3

Week 5, October 3 -----

Language considerations in Marketing to US Hispanics

- Language and Culture Overlap
 - Marketers Should Approach Language Choice Pragmatically
 - A New Dialect of Spanish and English Follows a New Identity
- Translation Is Harder Than it Appears to Be
- Professional Translations
- Translation, Confusion, and the Reason Why
 - Translation Verification
 - Semi-Technical Translations
- What Language(s) to Communicate In?
- Language and Thought
- When to Market in Spanish?
- Language and Our Different Selves
 - Language, Culture, and Identity
 - The Cultural Importance of the Spanish Language
 - When to Target in Spanish
- The Increasing Case for English
 - Can the Marketer Use “Spanglish” or Switch Codes?
 - A Way of Communicating: Can We Market to Hispanic Youth in Spanglish?
 - How Sociopolitical Conditions May Influence Language Trends

Assignment 5: Individual students will prepare a short essay (about 2 pages) incorporating assigned readings and further research and collecting case studies with Latino consumers.

The essay should elaborate on the following:

- a. Are there differences among Hispanic consumers with different lengths of time living in the US? How are their consumer behaviors different or similar? Provide examples.
- b. What other factors, besides generation and length of time in the US account for differences in consumer behavior?
- c. Elaborate on the interplay between the immigrant and the receiving society? Are there mutual influences? How can marketing address the cross-over of influences from one cultural group to the other?

Be prepared to present/discuss your paper in class.

Read, before doing the assignment: K&K Ch. 5

Due October 10

Week 6, October 10 -----

Enculturation, Acculturation, and Assimilation: A Bicultural Horizon

- Latin Americans and Asians on the Rise
 - Undocumented Immigration
 - Births Versus Immigration: The New Equation
 - Mutual Cultural Change
 - Immigrants
 - Becoming Settled, Having Children, and Making the US Home
 - The Synergy of Cultures in Contact
 - Belonging to a Culture Does Not Mean Understanding it
- How Do We Learn Culture: Enculturation, Acculturation, and Assimilation
 - Learning a First Culture: Enculturation
 - Acquiring a Second Culture: Acculturation and Assimilation
 - The Interplay of Individual and Society
 - Acculturation as a Process
 - Are These Immigrants like Their Predecessors?
 - Biculturalism and Bilingualism Are Advantages
 - Not from Here and Not from There: Third-Culture Individuals
 - A New Hispanic/Latino Identity
- Segmenting Hispanics by Acculturation Phases
 - Linear Segmentation
 - Acculturation Segmentation in Two Dimensions
 - Cultural Segmentation in Multiple Dimensions
 - Crossing Acculturation with Other Variables
 - Life Stage
 - Shopping Style
 - Other Combinations
 - Taking Cultural Identification into Account
 - A Note About “Unacculturated” Hispanics
 - How to Make Segmentation More Productive
 - More Complexity
 - Segmenting by Brand Engagement
 - General Segmentations That Include Ethnic/Cultural Segments
 - All Marketing Is Cultural

Assignment 6: Small groups of students will explore a concept, from the following of dimension and archetypes:

- Monochronism and polychronism
- Monomorphic and polymorphic leadership
- Individualism and collectivism
- Androgyny
- Cultural perceptions of:
 - Money
 - Home
 - Debt
 - Happiness
 - Death
 - Parent-Child relationships
 - Religion

- Relationship with nature
- Position in the cosmos
- Guilt vs. Shame
- Gender relationships and expectations
- Food and hunger
- Hot and cold
- Morning, day and night
- Machismo and Marianismo
- Child centeredness
- Health remedies and medicine
- Aging
- Success

(Note that going beyond this list is acceptable if the group identifies additional archetypes)

The groups of students will obtain insights from the readings, additional literature and from conversations with and observations of Hispanic consumers. A short 20 minute presentation will be the result of this exercise to understand an aspect of Hispanic culture in the form of archetypes that can be used for marketing.

The insights in the presentation should be ideas that would allow marketers to better connect/communicate with Hispanic consumers. Non-obvious insights have value that is more competitive in industry.

Individual students who would like to write individually on this topic can do so only for the potential of extra credit, if selected by the instructor for publication in HispanicAd.com or other publication.

Read K&K Ch. 6

Due October 17

Week 7, October 17 -----

Latino Subjective Culture: Insights for Positioning

- The Core of Cross-Cultural Marketing
- Positioning for Brand Success Among Hispanics
 - Successful Positioning
 - Marketplace Differentiation: Insights, Archetypes, and Dimensions
 - Marketing and Courtship
 - Dimensions Are Continua
 - From Universal to Particular Manifestations
- A Place to Find Archetypes: The Dimensions of Culture
 - Time and Culture
 - Varying Experiences of Time
 - Time Affects Customer Relations and Product Use
 - Time and Media Planning
 - The Dimensions of Social Influence
 - Orientation Toward Others and Oneself
 - Gender
 - Explaining the Causes of Behavior
- Marketing Insights, Cultural Tendencies, and Archetypes
- Ways to Obtain Cultural Insights and Archetype Ideas

- Reading Garcia Marquez, Carlos Fuentes, and Octavio Paz for Insights That Connect
- Mariachi, Boleros, and Baladas: More Than Just Music
- Qualitative Consumer Insight Generation
- Key Pointers in Insight Generation and Identification of Cultural Archetypes
- Meaningful Areas of Latino Subjective Culture
 - Wealth and Material Well-Being
- Life Markers, Transitions, and Happiness
 - Que Será, Será—Whatever Will Be, Will Be
 - Why Mañana?
 - Suffering Is My Destiny
 - Individual or Group Responsibility?
 - A Child-Centric Society
 - Gender Relationships
- Medicine, Remedios, and Health
 - Traditional Healers
 - Temperature

Assignment 7a: Small groups of students will organize Hispanic [focus groups](#) to be conducted in class (or alternatives like [ethnographies](#) to be video recorded and presented in class) with Hispanic students and/or members of the community to learn about different aspects of the culture as they relate to marketing.

Each student group will prepare:

- A set of objectives
- A discussion guide
- Recruit respondents and invite them to the class session
- Moderate the focus group for about 90 minutes and
- Conduct a debriefing session with the rest of the class.

A schedule of focus groups/ethnographies will be generated in class. Focus groups due in class November 7, 14, 21, and 28.

Assignment 7b:

Each graduate student will be responsible for writing a research report based on the focus group conducted by his or her group.

Each report will include:

- a. Introduction and description of the marketing problem investigated (1 page)
- b. Executive summary (1 page)
- c. Objectives, methods, and limitations (1 page)
- d. Main findings (4 – 5 pages)
- e. Conclusions and recommendations (1 or 2 pages)

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The individual research report will be due no later than **one week** after the focus group is conducted, but **in no case after Friday December 9.**

Read K&K Chapters 7, 8, and 9

Weeks 8 and 9, October 24 and 31 -----

Culturally Informed Research Among Latinos

- Digging Deeper but Not Finding
- Translator, Traitor
 - Conceptual Adaptation from Scratch
 - Translating Back to the Original Language
 - The Logical Problem of Linguistic Equivalence
- Localization for Better Globalization
- Latino Scale Use
- Answering Survey Questions Is Not Intuitive
 - Agreeing and Disagreeing with Statements
 - Answer Options that More Closely Reflect Consumer Thinking
 - Multiple Ways of Measuring
 - Explore Using Intuitive Alternatives
 - What Type of Data Is Needed?
 - Finding the Why
- Qualitative Research Modalities
 - The Focused Group Discussion
 - Making a Latino Focus Group Work Better
 - The Moderator/Facilitator/Cultural Interpreter
 - Language Considerations
 - Mixing Countries of Origin
 - Mixing Men and Women
 - Where to Conduct Focus Groups
 - Recruiting Sensitivity
 - Interpreting for Observers
 - Key Principle on Focus Groups Variations
 - When Group Synergy Does Not Add Value
 - Understanding How People Live
 - Homework, Assignments, and Creative Activities
- Quantifying Latino Consumer Opinions and Behaviors
 - Data-Collection Tendencies
 - Examples of Approaches
 - Data Mining
 - Claritas
 - Geoscape
 - US Census Bureau
- A Changing Way of Collecting Consumer Data
 - Cookies
 - Aggregate Browsing Data
 - Panel and River Methodology Data
 - Why Should Survey Research with Latinos Be Different?
- How Relevant Research Guides Effective Campaigns
- Planning Latino Insights
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The chapters (8 and 9) on the US Hispanic Marketing Industry and the Digital World of US Latinos will be addressed at different points during the semester.

Weeks 10, 11, 12, and 13 (November 7, 14, 21, and 28) -----

In class focus groups or video presentation of ethnographies.

Assignment 8: Students will prepare a 10 - 15 page paper (excluding tables and exhibits).

Option A) A strategy document on how to market a specific product to a specific target in the US Hispanic market. By this time the student will have explored segmentation in the Hispanic market, media and touch points, insights for positioning, and qualitative research. Thus, the paper will include:

- a. Statement of the marketing problem and objectives (1 - 2 page)
- b. Target segment(s) and its(their) justification (1 – 2 pages)
- c. Identification of media resources, touch-points and strategy (2 – 3 pages)
- d. Positioning and message strategy based on consumer insights, part of which could be from the focus groups/ethnographies (2 – 3 pages). Remember that consumer insights are substantive in this effort.
- e. Test of message and media approaches, which could be based on the focus groups/ethnographies (2 – 3 pages) – this is the feedback you get from consumers.
- f. Suggestions for the evaluation of effectiveness (1 – 2 pages)

The main purpose of this exercise is to provide the student with the opportunity to apply his/her understanding of the US Hispanic market to a concrete marketing idea or problem.

Option B: Students can also choose to create a state of the art paper on a specific marketing vertical. Suggested verticals:

- Automotive
- Financial Services
- Telecommunications
- Pharmaceuticals
- Health Care
- Packaged Goods
- Travel and Hospitality

Each paper is expected to have the following sections:

1. Introduction and importance of the vertical chosen (1 – 2 pages)
2. Review of the relevant trade and academic literature (4 - 5 pages)
3. Main trends and findings under descriptive headings (4 – 5 pages)
4. Conclusions and recommendations (1 – 2 pages)

Both paper options must include references to the work consulted in a consistent way (APA, MLA, Chicago, etc.).

Paper Due Friday December 9

Read K&K Chapter 10

Reading due December 5

Week 15, December 5 -----

Latino Consumers and the Future of US Marketing

- Youth and Fast Growth
- A More Diversified Cultural Group
- Culture at the Center Stage
- Technology and Cultural Change
- Crossover Synergies
- A Shift in the Unit of Observation and Analysis
- Acknowledging the Supernatural
- Gender Role Relations
- Leadership Trends
- Use of Time and Space
- Cross-Border Marketing
- Sustainability and Green Consumer Behavior
- Marketing, Empathy, and Ethics

Course Policies

Class Attendance:

Class attendance is mandatory. Since this course only meets once a week and it is of a participative nature, only two unjustified absences will be tolerated. After two officially unjustified absences 5 points will be deducted for each additional absence.

Assignments:

Due dates are clearly indicated in the syllabus. Assignments are due, electronically via e-mail, two hours before class on the day indicated. Assignments received later than that time will not be accepted unless prior arrangements are made with the instructor. The instructor reserves the right to deduct points, or disqualify, assignments received late without documented justification.

Collective assignments require the active participation of each group member. If active group members detect lack of interest or participation by anyone in the group, they should exclude that person from the group before the assignment is due and notify the instructor. Lack of participation in a group activity will result in 0 credits for the specific assignment unless the individual completes an entire assignment by him/herself, or gets hired by another work-group. In the case of a student carrying out a group assignment as an individual project the assignment will be worth 2 points less and the individual student will not make a presentation to the class.

Individual papers will generally be in Microsoft Word, and group presentations in Microsoft PowerPoint, unless otherwise arranged with the instructor. Assignments must reflect an understanding of the readings and materials in the books and links for the course. The student must reflect on the topic after having read the material and then provide his/her perspective.

Very Important Notice - Each individual assignment should be named as follows:

Every **file/document**, paper or presentation, must start with HMCF11A [assignment number] [first initial and last name of person or group name]. For example, the file of

Karen Smith's 18th assignment will be named HMCF11A18KSmith. Also for example, if a group assignment, assuming the name of the group is the HispanicFuturists, the file of the PowerPoint presentation for assignment 21 must be HMCF11A21HispanicFuturists.

In addition, the **subject line** of the email message itself containing each assignment must start with HMCF11 and a space after it, exactly. After the space, you can state anything you need to identify the assignment or issue.

Please read this carefully and follow these instructions. I will have an automatic rule in my mailbox to redirect your assignments to a folder. If they are not labeled as indicated I will not get them and I will not be able to give you credit. Please ask questions before is too late.

All assignments **must** contain in the first page the name or **names of the students and their e-mail addresses**. If the name or e-mail address is not in the first page, I will not be able to read the assignment. I will appreciate your cooperation.

Exams:

There will be one unscheduled exam based on all course materials included up to that point in time. The exam can take place during any class period. The instructor will provide sample questions on Blackboard.

Additional Opportunities:

At the [Center for Hispanic Marketing Communication](#) we are conducting several projects. While no extra credit is available for participating in these efforts, they can be a valuable opportunity for anyone interested in pursuing a career in HMC. Contact the instructor for information.

EVALUATION	
Students' Final Grade will be based on the following:	
Assignments 1 – 6 at 7 points each	42%
Unscheduled exam	10%
Assignment 7a	12%
Assignment 7b	12%
Final paper assignment (# 8)	24%
<p>The School of Communication is committed to reducing grade inflation in its courses. To that end, a department-wide grading standard has been adopted to insure that an "A" is reserved for outstanding performance. "A" and "A -" grades represent work whose superior quality indicates a full mastery of the subject. An "A" represents work of extraordinary distinction.</p>	

The percentage of points required to receive various letter grades is as follows:

A	97%	B-	82%	D+	72%
A-	94%	C+	80%	D	68%
B+	88%	C	78%	D-	65%
B	85%	C-	75%	F	<65%

University Attendance Policy: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily

penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Americans With Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

Sexual Harassment Policy:

- **Policy Statement.** Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by The Florida State University, whether by faculty, students, or staff or by others while on property owned by or under the control of the University.
- **Office of Audit Services.** The Office of Audit Services (OAS) is charged with receiving and investigating sexual harassment complaints as set forth in this policy and shall maintain the records pertaining thereto. Within the OAS, the Coordinator of Sexual Harassment Resolutions has primary responsibility for leading these investigations.
- **Definition.** Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed at an employee or student by another when:
 1. Submission to such conduct is made either explicitly or implicitly a term or condition of employment, academic status, receipt of University services, participation in University activities and programs, or affects the measure of a student's academic performance; or,
 2. Submission to or rejection of such conduct is used as the basis for a decision affecting employment, academic status, receipt of services, participation in University activities and programs, or the measure of a student's academic performance; or,
 3. Such conduct has the purpose or effect of unreasonably interfering with employment opportunities, work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.