

# ADV3001

Advertising Strategy  
Spring 2016 (Section 08E1)  
Weimer 1070  
Days/Times: M/6-7, W/7

## Overview

Advertising Strategy emphasizes the steps necessary to plan and develop an approach that distinguish a brand in the competitive marketplace. The course will give student regular opportunities to build fundamental skills needed to implement an integrated communications plan.

## Goals

The goal of this course is to provide students with the fundamental skills needed to devise and present a complete marketing communications plan. The student learning outcomes for the course will be introduced and/or reinforced through regular opportunities that reinforce skills in critical thinking, problem solving, oral and written communication, and peer collaboration. Skills emphasized during this course are:

- 1) The application of reading/articulating written and verbal information about marketing and advertising situations
- 2) The ability to employ decision-making skills in the analysis and evaluation of strategic alternatives
- 3) The ability to evaluate, justify, and defend a proposed strategic alternative or recommendation.

## Requirements

A minimum grade of C in ADV3008, MMC2100, and MAR3023 are required as prerequisite courses.

## Course Materials

Required Textbook...(the practitioner's guide):

*Strategic Thinking for Advertising Creatives* by Alice Kavounas Taylor  
(copyright 2013).

Supplemental Reference ...(the academician's guide):

*Advertising Campaign Strategy: A Guide to Marketing Communication Plans*  
(3<sup>rd</sup> and 4<sup>th</sup> eds.) by Donald E Parente, (copyright 2003, 2006, respectively).

Book is accessible via UF Library course reserves

## Evaluation

Student development and skills performance will be assessed according to the bulleted categories below. Approximations of the points allocated by category are estimated based on the distributions in the fall 2015 Advertising Strategy course.:

- Individual assignments/Discussion Boards (5/10/15 points based on assignment. Approximately 10 group and/or individual assignments over the semester.)
- Quizzes (7 CANVAS quizzes, 7 to 9 points per quiz, every two weeks.)
- Attendance (1x weekly)
- Team Project (75 points)
- Team Presentation (25 points)
- Plus any extra credit points

Letter grades for this course will be based on the total points accumulated over the term. Final grades are calculated based on the student's accumulated points relative to the base of points offered during the semester. Grades will be allocated based on an individual's calculated percent-of-base with final grades guided by the University's standards for grade distribution. Students who earn a C or better will fulfill pass requirement for ADV3001.

## Class Assignments

In order to fully comprehend the process of strategic planning, students must have the opportunity to apply the skills learned in the course. The quality of one's experience in this course can be attributed, in part, to his or her level of involvement in the learning process. Therefore, students are expected (and encouraged) to be part of the learning process through regular and consistent participation.

Students should be prepared to contribute their views and explanations on the various topics covered during the semester. Participation opportunities will occur in the form of peer collaboration assignments, in-class discussions, quizzes, and individual assignments – discussion boards and mini-cases completed outside of regular class time, for example – all of which will help students become more proficient in mastering the concept and application of the advertising planning process.

Student submission of written assignments generally will be done through a Canvas assignment folder or discussion board unless otherwise specified. Assignments should be submitted within the time period designated to avoid point reduction or forfeiture.

## Quizzes

Quizzes are intended to be short-form, low-stakes assessments that gauge the student's knowledge and understanding of topics examined in class. The assessment content covers topics addressed in class discussion, main ideas covered in the textbook or lecture, and concepts illustrated via class "clinicals," in-class exercises, or by way of individual homework assignments. Quizzes also build from knowledge that students are expected to have acquired from course prerequisites, such as ADV3008 and MAR3023.

Information tested is cumulative up to the quiz date, so students can best prepare for the quizzes by attending class, being an active participant in class discussions, and seeking regular opportunity to "translate" what is introduced during class time to "real world" examples outside of class.

Students are allowed only one attempt per quiz. Quizzes will be administered via CANVAS on a biweekly schedule, and contain anywhere from 7 to 9 questions. Each quiz is timed for 20 minutes and will automatically close at the end of the designated time period. The "open date" for quiz assessments is generally on Thursday at 5:00 PM of quiz week until the following Sunday at 5:00 PM. Students must take the quiz within the designated 72-hour open period to avoid forfeiting the quiz opportunity.

One make-up quiz will be offered at the end of the semester for students who miss a quiz opportunity due to legitimately documented reasons (i.e., illness, university-related scheduling conflicts, etc.). Students should inform the instructor of any extenuating circumstance that could disrupt the scheduled exam schedule prior to the missed exam whenever possible so that arrangements for a make-up exam can be made in a timely and expeditious manner.

## Project Overview

Students will have the opportunity to work in a group project during the course of the semester. The objective of the project is to provide students a chance to apply concepts that are presented in the text and class discussions to a real-world marketing situation. At the conclusion of the project, students will have a basic understanding of 1) the process involved in conducting a business analysis, 2) how a consumer-focused integrated brand communications strategy is developed, and 3) how strategic decisions are communicated to staff and line functions of the agency team. Teams will make a final presentation to the class to report its plan at the end of the semester.

## Project Evaluations

Individual scores for the term project will be assigned according to two criteria: 1) the instructor's assessment of the team's final work product, and 2) a team member's evaluation from his/her colleagues of the three parts of the project.

## Project Presentation

Each team is required to deliver a formal presentation of its team project at the end of the semester. Individual scores for the team presentation will be assigned according to overall team presentation quality and clarity of information delivered in context with the strategy assignment.

## Academic Honesty

Academic dishonesty is an important issue of concern at the University of Florida. Students who violate University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, other students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. On all work submitted for credit by students at the University of Florida, the following pledge is implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

## Attendance

Attendance will be taken at random one class period during each week of the semester. Each student is allowed two “free” missed classes without penalty to the final attendance point total. Habitual and routine unexcused absences over two missed classes will result in a loss of one attendance point per absence and may directly affect the student’s grade. This does not apply, however, to excused absences. See the section below for an understanding about the instructor’s policy for excused absences and personal emergencies.

## Personal Emergencies/ Excused Absences

It is the student’s responsibility to advise me of any personal emergency that could affect his/her attendance and/or participation in the course. In the case of personal emergency or extenuating circumstance that results in you missing class over an extended period of time, please notify me as soon as possible via e-mail at the earliest opportunity. The student will be responsible for following up on any missed class discussion, notes, handouts, and/or announcements made in his or her absence.

Occasionally, a student’s participation in extracurricular organizations (e.g., Ad Society, UF Marching Band, UF Athletics, etc.) will require that s/he miss class to participate in organizationally sponsored events. Under such circumstances students are required to provide the instructor with appropriate documentation from the sponsoring organization prior to his or her absence from class.

## Contacting The Instructor

As the instructor, I am committed to helping you growing as a future professional and will make myself available for individual or group consultation as necessary in order to do so. At the top of this document, please note the various ways you may use to contact me – by phone, answering machine, email, via Skype at **adprofmorton**. In the case of Skype, you are asked to send an email to set up a Skype meeting appointment in advance of the time you want to interface; then, forward a Skype request to my address.

Emails sent through Canvas mail will be the most efficient means for getting my attention. Please verbally inform me during class time if you have sent an email message that is still awaiting a reply after 36 hours, which excludes weekends, holidays, or University-recognized break periods.

### Class Format and Protocol

Class periods are meant to be interactive. I aspire for students to gain confidence enough to make their points with professionalism and conviction, yet to not be so thoroughly entrenched in “right-fighting” that they are not willing to be coached on alternative approaches to thinking through the problem solving process.

For the two-period lecture block, the class will have a short break about halfway through the discussion. Attendance, if taken, will generally occur in the second half of class.

Lecture slides are supplemental to the textbook, and are provided to minimize the need for rote dictation of the lecture points. Occasionally, class will dictate that students use technology in class as a tool to train on issues associated with the course. On these days, the use of laptops, tablets, or other data-access devices is welcome. The use of technology otherwise is discouraged.

### Course Schedule

Whenever possible, it is recommended that assigned readings and presentation review be completed prior to the class meeting in which the topic will be discussed in order to enrich the student’s level of inquiry and engagement in the subject matter. Also included on the schedule are dates for exams, online quizzes, and in-class exercises. Please plan accordingly, as these activities likely will have a direct effect attendance, participation, and the student’s overall skills competency.

We will make every effort to adhere to the schedule as presented. Should the instructor will advise the class in advance if there arises any the need for timeline adjustment.

### Tentative Course Schedule

Wk/Day	Class Discussion Topic	Read:	Activity:
January			
Week 1 (w/o 1/4)			
W1	Course Introduction/Syllabus Review	Chapter 1	Before leaving class today, introduce yourself to two other students in the class.
Week 2 (w/o 1/11)			
M2	Strategy and Brand Planning		In-class exercise – Group strategy exercise
W2	The Brand Strategy and the Strategy Brief		Team formation/Term project issued
Week 3 (w/o 1/18)			
M3	HOLIDAY		No class meeting
W3	Sifting Core Problems from Symptoms		Case review
Week 4 (w/o 1/25)			
M4	Problems & symptoms (cont.) <i>Interrogating the Situation through Situation Analysis</i>		In-class exercise: Interrogating the Situation through print ad audit

W4	Interrogating the situation through secondary resources	Chapter 2	In-class exercise Canvas short quiz
February			
Week 5 (w/o 2/1)			
M5	Secondary Resources: MRI+ & AdSpender		
W5	MRI+		In-class exercise – Case review
Week 6 (w/o 2/8)			
M6	Assessing the situation Strengths, Weaknesses, Opportunities, & Threats (S/W/O/T)		
W6	From opportunities to marketing objectives		Canvas short quiz
Week 7 (w/o 2/15)			
M7	Considerations for the Marketing Strategy Pricing & Distribution Strategy		

W7	The Product Life Cycle Push vs. Pull promotion strategy		In class exercise
Week 8 (w/o 2/22)			
M8	Identifying Target Markets Consumer Behavior, Adopter Categories &	Chapter 3	
W8	Writing a Target Market Profile	Chapter 6	Canvas short quiz
Week 9 (w/o 2/29) SPRING BREAK WEEK! No class meetings			
March			
Week 10 (w/o 3/7)			
M10	Brand Strategy & Brand Propositions	Chapters 5	
W10	Brand proposition statements clinical	Chapter 7	In class exercise: Auditing the brand proposition from the ad
Week 11 (w/o 3/14)			
M11	Communication Objectives & the Product Life Cycle		Canvas short quiz

W11	Consumer Behavior & Evoking Desired Response	Chapter 10	Individual Assignment due:
Week 12 (w/o 3/21)			
M12	Desired consumer outcomes Communication Tactics		
W12	Project Clinical		
Week 13 (w/o 3/28)			
M13	Strategic Use of Media in Message Delivery	Chapter 11	Discussion Board: The Role of the Creative Brief due
W13	Project Clinical	Chapters 8, 9	Canvas short quiz
April			
Week 14 (w/o 4/4)			
M14	Planning for measurement and evaluation		Discussion Board: The Role of the Creative Brief due
W14	Back to the strategy brief		Extra credit: Brand strategy brief for your brand competitor
Week 15 (w/o 4/11)			
M15	Team Meetings		Discussion Board: The Role of the Creative Brief due

W15	Team Meetings		
Week 16 (w/o 4/18)			
M16	Team Presentations		
W16	Final Team Projects, Peer Evaluations Due		Have a good summer!

Tentative