MMC 5436 Messaging Methodologies and the Practice of Conversion Optimization

Summer 2017

3 Credit Hours

Instructor Information

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Office Hours: by appointment

Course Website: http://elearning.ufl.edu/

Course Access Information

This course is accessible within the Canvas Learning Management System (UF e-Learning). To access it, go to http://lss.at.ufl.edu. Click the blue e-Learning button. Login with your GatorLink account. Your course will be listed in the Courses Menu within the navigation located on the left-hand side of the page. You may have to click the "All Courses" link at the bottom of this section depending on the number of previous course you have taken at UF.

Contact UF Helpdesk http://helpdesk.ufl.edu (352) 392-HELP (4357) if you have any trouble accessing your course.

Course Overview

The essence of marketing is the message. So, what makes an effective message? What makes a headline impactful? What makes a call-to-action powerful? How can copy be crafted to generate the greatest number of responses from customers?

This course provides a systematic methodology for increasing the probability of a customer response. Students will learn to apply the critical concepts and theories of offer response optimization, including techniques for creating compelling offers to optimize responses in both digital and mobile environments.

Course Objectives

At the end of this course, students will be able to:

- Summarize the MECLABS Conversion Heuristic and label the key elements of offer response optimization
- Extrapolate a customer's core motivation in response to a specific offer
- Distinguish between rational and irrational anxiety in message response
- Eliminate the elements of an offer that generate psychological friction or anxiety in customers' minds
- Determine the ideal incentive for a specific audience as well as the appropriate stage to employ it to increase customer motivation
- Compose copy that effectively conveys a company's value proposition argument in both long and narrative forms from a short-form argument
- Conduct a Conversion Index Analysis (CIA) on marketing collateral

Required Texts

- McGlaughlin, Flint. *The Marketer as Philosopher: 40 brief reflections on the power of your value proposition*, 2014.
- McKee, Robert. *Story: Style, Structure, Substance and the Principles of Screenwriting*. New York: HarperCollins, 1997.
- Additional readings are assigned throughout the term and are available in digital format on Canvas in their respective assigned weeks.

Supplemental Texts

- McKee, Robert. *Dialogue: The Art of Verbal Action for Page, Stage, and Screen*. New York: Twelve, 2016.
- Truby, John. *The anatomy of story: 22 steps to becoming a master storyteller*. New York: Faber and Faber, 2008.

Course Philosophy and Expectations

Mastery in this class requires preparation, passion and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time and meet all deadlines. Work assigned should be completed as directed. Full participation in online discussions and activities is required.

My role as the instructor is to identify critical issues related to the course, direct students to and teach relevant information, assign appropriate learning activities, create opportunities for assessing student performance, and communicate the outcomes of such assessments in a timely, informative and professional way. Feedback is essential for students to have confidence that they have mastered the material — and for me to determine that students are meeting all course requirements.

At all times, it is expected that students will welcome and respond professionally to assessment feedback, treat fellow students, instructors and assistants with respect, and contribute to the success of the class to the best of their abilities.

Ownership Education:

As graduate students, you are not passive participants in this course. This class allows you to not only take ownership of your educational experience, but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when questions relating to an assignment or an issue come up at work. Your classmates, along with your instructor, will be able to respond to these questions and provide feedback. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student, which limits the rest of the class from gaining this knowledge.

Course Specific Policies

Attendance Policy:

Requirements for class attendance, exams, assignments and other work in this course are consistent with university policies unless specifically stated within this syllabus. These university policies can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Due to the delivery mechanism of this course, through an online asynchronously manner, attendance in the form of calling roll will not occur. However, students are expected to sign onto the course site at least once each day, Monday - Friday to check for course updates in the announcements and discussion sections of the site.

Coursework Submission Policy:

Students are expected to submit all coursework through the Canvas Learning Management System unless otherwise approved in advanced by the instructor.

Late Work Policy:

Students are expected to complete assignments by the day and time they are scheduled. The following penalties will be applied to all work that is late for any reason — other than those identified by the university policies, which can be found online at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Point Deduction	Duration of Lateness
5 Points	Less than an hour
10 Points	Greater than one (1) hour but less than 24 hours
15 Points	Greater than 24 hours but less than 48 hours
25 Points	Greater than 48 hours but less than one (1) week
50 Points	Greater than one (1) week but before the end of the semester

Technical Issue Policy:

From time to time the Canvas E-learning system will undoubtedly experience technical issues. However, in most instances, technical issues when uploading work for a grade will not constitute a valid excuse to submit work late without penalty.

Students are expected to compensate for technical difficulties by not waiting until the last minute to submit work. Additionally, students are encouraged to submit completed work to the instructor via UF email should they suspect there is a technical issue within the Canvas E-learning system.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

Emergency and Extenuating Circumstances Policy:

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member or other situations beyond their control should notify their instructor immediately.

Additionally, Students are advised to contact the Dean of Students' Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/.

Lastly, students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu or at distancesupport@jou.ulf.edu.

Measurement Breakdown

Students' progress in this course will be evaluated according to the following distribution:

Item	Percentage
Lecture Reinforcement Assignments	30%
Reflection Projects	10%
Reading Discussion Post	15%
Reading Discussion Comments	10%
Quizzes	10%
Conversion Index Analysis Project (Final Project)	25%
Total	100%

Grading Scale

A	(93-100)	B	(83-86)	C	(73-76)	D	(63-66)
A-	(90-92)	B-	(80-82)	C-	(70-72)	D-	(60-62)
B+	(87-89)	C+	(77-79)	D+	(67-69)	E	(Below 61)

Final grades are rounded to the nearest whole number, therefore 92.7 is an "A," but 92.3 is an A-. The university policies concerning this grading scale can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Course and Assignment Details

This course is comprised of readings, lectures, online discussions, class assignments, activities and a final research project. Students are expected to watch all lectures and contribute to class discussions by citing examples drawn from professional experience, personal experience and course readings. Additionally, students are expected to complete course assignments, activities and reading discussions. Lastly, a final research

project, due at the end of the term, will measure students' mastery of the Conversion Heuristic through the examination of a real-world business case.

Lectures

The instructor will post a lecture video to Canvas for each of the 12 weeks as well as related supplementary videos. For example, one supplementary video will consist of a syllabus review. These videos will vary in length depending on the material but are targeted to take between one hour and 1 ½ hours to complete.

It is the responsibility of the student to watch each of the lecture videos during the week identified in the course schedule. Although it is possible to watch the videos at any time and at any pace, keeping up with the videos week-to-week (per the schedule) is vital. The videos are designed to build off each other as well as correspond with the weekly readings and assignments. Lastly, students should be aware that it will be extremely difficult to complete the Lecture Reinforcement Assignments without first viewing the lecture video.

Lecture Reinforcement Assignments

There is a total of seven (7) Lecture Reinforcement Assignments during the twelve-week-long semester. These assignments provide students with theoretical and real-world context for applying the material learned from the lectures. Specific details about each assignment are provided within the "Assignments Tab" of Canvas. **The Lecture Reinforcement Assignments are due at 11:59 p.m. EST on the Friday of the week assigned.**

Each Lecture Reinforcement Assignment is awarded points according to quality of work and completion:

	100-90 **Excellent**	89-80 **Good**	79-70 **Satisfactory**	69-60 **Less than Satisfactory**	Less than 60 **Unsatisfactory**
Analysis (30%)	Expertly draws from lectures and outside material using both analysis and synthesis to illuminate the subject	Competently evaluates lectures and outside material to demonstrate a superior level of analysis and synthesis	Evaluates lectures and outside material to demonstrate a reasonable level of analysis and synthesis	Evaluates lectures and outside material to demonstrate a basic level of analysis and synthesis	Related lectures and outside material are presented without analysis or synthesis
Argument (30%)	Compelling and persuasive argument offered through superior writing and conceptualization	Writing is supported by capable argumentation, including conceptualization	Writing falters at times when making a compelling argument, but the main point	Writing is haphazard with minimal evidence used to support argument	Argument is unclear, either through faulty conceptualization or inadequate

	and understanding of topic	is clear and supported		framing of arguments

	100-90	89-80	79-70	69-60	Less than 60
Examination (20%)	All questions or assignment components have been addressed	Almost all questions or assignment components have been addressed	Three quarters of questions or assignment components have been addressed	Between three quarters and half of all questions or assignment components have been addressed	Half or less than half of all questions or assignment components have been addressed
Sourcing (10%)*	Demonstrates superior sourcing of lectures and outside materials that is sufficient to substantiate an argument	Demonstrates competent sourcing of lectures and outside materials that is sufficient to substantiate an argument	Demonstrates basic sourcing of lectures and/or outside materials that is sufficient to substantiate an argument	Minimal sourcing of either lectures or outside material, thus insufficient to substantiate an argument	Sourcing of lectures and outside material is absent and thus insufficient to substantiate an argument
Grammar and syntax (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation and spelling that assists in understanding overall argument	Syntax is clear, and the relatively few grammar, punctuation or spelling errors do not impede understanding	Syntax is at times garbled and includes errors in grammar, punctuation and spelling, which cause some difficultly in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

* For any assignments that do not require sourcing written material, full credit will be granted for this category

Reflection Projects

There are three (3) Reflection Projects throughout the semester. These activities challenge students to apply material they have learned beyond the context in which they were presented. As such, these activities are assessed for critical thinking and the ability to tie together major concepts learned during the semester, which will provide students with an opportunity to explore a topic or develop a better understanding of the course objectives. Specific details about each assignment are provided within the "Assignments Tab" of Canvas. **All Reflection Projects are due by 11:59 p.m. EST the Friday of the week assigned.**

Each Reflection Project will be awarded points according to quality of effort and level of completion:

	100-90 **Excellent**	89-80 **Good**	79-70 **Satisfactory**	69-60 **Less than Satisfactory**	Less than 60 **Unsatisfactory**

Analysis (20%)	Expertly draws from lectures, readings and outside material using both analysis and synthesis to illuminate the subject	Competently evaluates lectures, readings and outside material to demonstrate a reasonable level of analysis and synthesis	Provides basic evaluation of lectures, readings and outside material with some analysis, if not synthesis	Minimal evaluation of lectures, readings and outside material with little analysis or synthesis of material	Related lectures, readings and outside material are presented without analysis or synthesis
Argument (30%)	Compelling and persuasive argument offered through superior writing and conceptualization	Writing is supported by capable argumentation, including conceptualization and understanding of topic	Writing falters at times when making a compelling argument, but the main point is clear and supported by competent writing	Writing is haphazard with minimal evidence used to support argument	Argument is unclear, either through faulty conceptualization or inadequate framing of arguments
Personalization (10%)	Superior linking to real-world scenarios or experiences to illuminate analysis and argument	Analysis and argument provided with a general connection to real-world scenarios or experiences	Analysis and argument draws on little personal experience	Does not link to real-world through personal examples and instead relies on hypotheticals	Analysis and argument lacks a demonstrated understanding of how assignment links to real-world experience
Examination (20%)	All questions or assignment components have been addressed	Almost all questions or assignment components have been addressed	Three-quarters of questions or assignment components have been addressed	Between three-quarters and half of all questions or assignment components have been addressed	Half or less than half of all questions or assignment components have been addressed
Sourcing (10%)*	Demonstrates superior sourcing of lectures and outside materials that is sufficient to substantiate an argument	Demonstrates competent sourcing of lectures and outside materials that is sufficient to substantiate an argument	Demonstrates basic sourcing of lectures and/or outside materials that is sufficient to substantiate an argument	Minimal sourcing of either lectures or outside material thus insufficient to substantiate an argument	Sourcing of lectures and outside material is absent and thus insufficient to substantiate an argument
Grammar and syntax (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation and spelling to that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede understanding	Syntax is at times garbled with errors in grammar, punctuation and spelling which cause some difficultly in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

* For any assignments that do not require sourcing written material, full credit will be granted for this category

Supplementary Reading Discussion Boards

Readings enhance students' understanding of the specific topics covered during the weekly lectures. Students should complete the readings during the week identified in the course schedule. Assessment of student understanding of the readings is accomplished through discussion boards.

Reading Reaction Post

To cultivate an ongoing dialogue about the supplementary reading material within the course, students will generate between 350-500 words of reaction to the material per week. While these posts can provide a short summary of the readings along with proper citations, **posts should overwhelmingly be comprised of analysis or insights students have gained from the material**. Reaction posts should cover **ALL** the readings assigned for the week to demonstrate that the student has fully completed the assigned readings. Additionally, students are welcome to link their posts to outside materials such as other readings or life experiences from their personal or profession life. Students are expected to source any materials used in their posts as appropriate.

To achieve full credit, students' Reading Reaction Posts must be posted to Canvas by 11:59 p.m. EST on the Monday of the week assigned.

Each Reading Discussion Post is awarded points according to quality of effort and level of completion:

	100-90 Excellent	89-90 Good	79-70 Satisfactory	69-60 Less than Satisfactory	Less than 60 Unsatisfactory
Analysis (20%)	Superior evaluation of readings and provides an insightful assessment of topics covered	Advanced evaluation of readings and provides an insightful assessment of topics covered	Competent evaluation of readings and provides a sufficient assessment of topics covered	Minimal evaluation of readings and provides limited assessment of content	Little evaluation of readings other than brief mentions
Argument (20%)	Compelling and persuasive argument offered through superior use of both internal and external	Argument is accurately supported by internal material and generally supported by relevant outside	Argument is accurately supported by internal material but falters due to a lack of outside materials or experiences	Weak argument is made due to a haphazard and minimal use of internal and external materials or experiences	Argument is poorly made due to the lack of any materials or experiences

	materials and experiences	materials and experiences			
Sourcing (10%)	Superior sourcing of internal and external material that supports the discussion's main arguments	Adequate sourcing of internal and external material and that supports the discussion's main arguments	Adequate sourcing internal material that supports the discussion's main arguments	Haphazard sourcing of material that supports the discussion's main argument	Sourcing of internal and external material is absent and thus insufficient to sustain an argument
Grammar and syntax (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation and spelling that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation and spelling errors do not impede understanding	Syntax is at times garbled and includes errors in grammar, punctuation and spelling which present some difficultly in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding
Examination (20%)	All assigned readings have been addressed	Almost all assigned readings have been addressed	Three-quarters of assigned readings have been addressed	Between three-quarters and half of all assigned readings have been addressed	Half or less than half of all assigned readings have been addressed
Length (20%)	Post is between 450 and 500 words	Post is between 400 and 449 words	Post is between 350 and 399 words	Post is between 250 and 299 words	Post is less than 250

Reading Discussion Comment Post

In addition to their own Reading Reaction Posts, students will be required to comment on the posts submitted by other students. These Discussion Comment Posts must be at least 100 words in length and must be submitted into at least two (2) Reading Discussion Posts made by fellow students or the instructor each week.

Students are always welcome to submit more than two (2) Comment Posts each week, however, no more than two (2) comments will be counted toward a student's grade in any single week.

Comments must add something of value to the conversation thread (be thought-provoking). The instructor will evaluate the degree to which students' posts add to the conversation instead of simply being done to fulfill the grade requirement.

Discussion Comment Posts must appear within the other students' reading discussion post in Canvas by 11:59 p.m. EST on the Wednesday of the week assigned.

Lastly, students will monitor the Discussion Comment Posts added to their original Reaction Posts and will reply at least one (1) time per person, should another student or the instructor respond to their Reaction Post.

These processes will enable students to learn, not only from the instructor and the course material, but also from each other. **To achieve full credit, students' replies must be posted in Canvas by 11:59 p.m. EST on the Friday of the week assigned.**

Reading Discussion Comments are awarded points according to quality of effort and level of completion:

	100-90 Excellent	89-90 Good	79-70 Satisfactory	69-60 Less than Satisfactory	Less than 60 Unsatisfactory
Argument & Supportive Analysis (40%)	Compelling and persuasive response offered through superior writing and conceptualization of topic in agreement or disagreement to reactions posted	Writing falters at times in making a compelling response to the reactions posted, but the main point is clear and supported	Response provides minimal response to reactions posted or simply signals agreement without further support	Response is haphazardly written, lacking an evaluative response of the reactions posted; neither indicates agreement or disagreement	Response is unclear, either through faulty conceptualization or inadequate framing of arguments and does not address reactions posted
Sourcing (10%)	Superior sourcing of internal and external material that supports the discussion's main arguments	Adequate sourcing of internal and external material and that supports the discussion's main arguments	Adequate sourcing internal material that supports the discussion's main arguments	Haphazard sourcing of material that supports the discussion's main argument	Sourcing of internal and external material is absent and thus insufficient to sustain an argument
Grammar and syntax (10%)	Precise syntax and superior use of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation and spelling to that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation and spelling errors do not impede understanding	Syntax is at times garbled and includes errors in grammar, punctuation and spelling, which causes some difficultly in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding
Examination (20%)	Two (2) 100-word comment posts submitted	Two (2) comment posts submitted, one of which was less than 100 words in length	Two (2) comment posts submitted, both of which were less than 100 words in length	One (1) 100-word comment post submitted	One (1) comment post submitted that was less than 100 words in length
Response Posts (20%)	At least one (1) reply has been made to every individual who submitted a Comment Post	At least one (1) reply has been made to three-quarters of the individuals who submitted a Comment Post	At least one (1) reply has been made to between three-quarters and half of the individuals who submitted a Comment Post	At least one (1) reply has been made to less than half of the individuals who submitted a Comment Post	At least one (1) reply has been made to one individual who submitted a Comment Post

Quizzes

Twice during the semester, students must complete quizzes intended to measure the their ability to retain key concepts from the course material. These quizzes can be completed at any time up until the date they are due. See the course schedule for due dates. Quizzes must be completed in Canvas.

Conversion Index Analysis Project (Final Project)

Students will demonstrate their mastery of conversion optimization by performing an in-depth analysis of a given web page (Page of Focus), providing recommendations based on the concepts taught during the course and creating a basic web page wireframe that illustrates those recommendations.

This final project is culmination of the students' work throughout the semester. During the semester, students' will complete Reinforcement Assignments using the Page of Focus. To receive full credit on the final project students must analyze this work, determine how to best incorporate it into a treatment web page suitable for testing, and visualize it as a wireframe prototype. Lastly, students will deliver their findings via a video-recorded presentation or directly to the instructor.

To complete the project, students will receive a company brief consisting of:
- Screenshots of the web page (Page of Focus)
- Business background and problem
- Value proposition: question, statement, evidentials and other claims of value
- Product documentation
- Metric options
- Incentive documentation

Mock Web Page Wireframes
Students must create a wireframe mockup for their "Page of Focus". This wireframe should incorporate various recommendations that they have made throughout the semester. Students will not need any coding or development experience to create wireframes, as digital copies of hand-drawn sketches are acceptable for this project. Students with more advanced skills are welcome to submit their wireframes using common wireframe software, however, students will not receive additional points/credit for using digital software.

Research Presentation

Students will compile their work throughout the semester into an informative presentation with a minimum length of 15 minutes and maximum length of 20 minutes. This presentation should be video-recorded and will consist of the following components: (1) A summary of key critique and analysis points from all Reinforcement Assignments (Weeks 2, 3, 5, 6, 7, 8, & 10) and (2) detailed recommendations for testing as synthesized directly into the wireframe prototype. Students are encouraged to provide in-depth analysis of the similarities and differences between the Page of Focus and their wireframe prototype, including explanations of the reasoning behind the suggested changes.

Students may submit their video presentations in Canvas via direct file upload, a cloud storage link or YouTube video link. **The final project is to be submitted to Canvas in its entirety by the Friday of WEEK 11 at 11:59 p.m. EST.**

The Conversion Index Analysis Project is awarded points according to the following scale:

	Excellent (100-90)	**Good (89-80)**	**Satisfactory (79-70)**	**Less than Satisfactory (69-60)**	**Unsatisfactory (less than 60)**
Wireframe Design (20%)	Offers superior analysis of web page layout and structure	Good analysis of web page layout and structure	Adequate analysis of web page layout and structure	Insufficient analysis of web page layout and structure	Little to no evaluation is offered and/or otherwise fails to effectively layout web page structure
Heuristic Application (20%)	Compelling and persuasive argument offered through superior use of heuristic	Capable argumentation offered through conceptualization and understanding of heuristic	Reasoning falters at times making a compelling argument due to lack of complete understanding of heuristic	Argumentation offered is haphazard with minimal evidence used to support an understanding of heuristic	Argument is unclear due to a lack of understanding heuristic
Presentation (20%)	Superior presentation that covers all the material from the analysis in a professional and well-thought-out manner	Competently presents all the material from the analysis in a professional and well-thought-out manner	Presents all the material from the analysis in a semi-professional but well-thought-out manner	Presentation is unclear at time of the analysis but conducted in a semi-professional and somewhat well-thought-out manner	Haphazard presentation that hampers ability to present analysis and done in a less-than-professional manner
Examination (20%)	All components and length requirements have been addressed/met	Almost all components and length requirements have	Three-quarters of all components and length	Half or less of components and length requirements	Project components and length requirements

		been addressed/met	requirements have been addressed/met	have been addressed/met	have not been addressed/met
Sourcing (10%)	Demonstrates superior sourcing of materials that is sufficient to substantiate an argument	Demonstrates competent sourcing materials that is sufficient to substantiate an argument	Demonstrates basic sourcing of materials that is sufficient to substantiate an argument	Minimal sourcing of material thus insufficient to substantiate an argument	Sourcing of material is absent and thus insufficient to substantiate an argument
Grammar and syntax (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Proficient use of syntax, grammar, punctuation and spelling that assists in understanding overall argument	Syntax is clear and the relatively few grammar, punctuation and spelling errors do not impede understanding	Syntax is at times garbled with errors in grammar, punctuation and spelling which causes some difficultly in understanding	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. The DRC is located in room 001 in Reid Hall, or you can contact them by phone at 352-392-8565.

University counseling services and mental health services:
Counseling and Wellness resources
http://www.counseling.ufl.edu/cwc/Default.aspx
352-392-1575

Netiquette

All members of the class are expected to follow rules of common courtesy along with applicable university policies in all online activities, as these are extensions of the course. The university's Netiquette guide can be found at: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Failure to follow these guidelines will result in disciplinary measures, ranging from grade reduction to course expulsion.

Additional Student Resources

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
  http://www.counseling.ufl.edu/cwc/Default.aspx
  - 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course, please contact your program director and/or student support coordinator at distancesuppport@jou.ufl.edu or visit http://www.distance.ufl.edu/student-complaint-process to submit a complaint.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results.

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code.

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

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

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes (in physical or electronic form) in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason, any intentional misrepresentation of data or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct.

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the program.

Course Schedule

Calendar

Week	Lecture	Reading Discussion	Reading Comments	Assignment(s)	Quiz	Project
	Syllabus Introduction					
1	Introduction to Offer-Response Optimization	05/10	05/12	NA		
2	Defining Conversion	05/15	05/17	05/19		
3	Understanding the Impact of Customer Motivation	05/22	05/24	05/26		
4	Value Proposition Fundamentals	05/31*	06/02*	06/02		
5	Value Proposition Expression	06/05	06/07	06/09	06/09	
6	Addressing Psychological Friction	06/12	06/14	06/16		
7	Addressing Rational and Irrational Anxiety	06/19	06/21	06/23		
8	Finding and Adding the Ideal Incentive	06/26	06/28	06/30		
9	Crafting Effective Copy — Part 1	07/05*	07/07*	07/07		
10	Crafting Effective Copy — Part 2	07/10	07/12	07/14	07/14	
11	Application of the Conversion Heuristic	07/17	07/19			07/21
12	The Marketer's Blind Spot	07/24	07/26	07/28		

*Assignment or activity moved due to a University of Florida recognized holiday, therefore no Comment Response Posts are required this week.

Weekly Detail

Pre-course: Course Introduction and Syllabus Overview Video

Description
An introduction to the course, instructors and lecturers as well as an overview of what students will learn during the semester.

Week 1: Introduction to Offer-Response Optimization

Lecture Description
This week will be an introduction to the concept of offer response optimization. Students will learn what offer response optimization entails and why it is important. Additionally, students will be introduced to the Conversion Heuristic and how it can be used to optimize marketing collateral.

Readings
Required Readings
- McGlaughlin, Flint. *Marketer as Philosopher* — Reflections 5 & 7.
- Norman, Don. "The Future of Design: When you come to a fork in the road, take it."
- Pernice, Kara. "Difficult Designs Are Better."
- Norman and Toganzzini. "How Apple Is Giving Design A Bad Name."
- Norman, Don. "The "science" in the science of design."
Supplemental Readings
- Nodder, Chris. "User Experience Fundamentals for Web Design."

Assignment
Students are to post a short biography about themselves in the Week 1 Discussion Thread. Students can include any personal or professional information that they think other students would find useful as well as a statement about what they hope to accomplish in this course. (Note: This is not a graded assignment.)

Week 2: Defining Conversion

Lecture Description

What is a conversion? Is it a click, a lead, a purchase or something else entirely? Students will learn to how define conversion in the marketing context and discover the five factors that influence it.

Readings

Required Readings
- Nielsen, Jakob. "Conversion Rates."
- Loranger, Hoa. "Minimize Design Risk by Focusing on Outcomes not Features."
- Lillis, Ryan. "What exactly is a 'conversion'? It's up to you!" Otimizely Blog
- Swartz, Norman. The Concepts of Necessary Conditions and Sufficient Conditions
- Lau & Chan. Necessity and sufficiency

Supplemental Readings
- Fundamentals: Necessary and Sufficient Conditions. Khan Academy
- Fundamentals: More about necessary and Sufficient Conditions Khan Academy
- Practice: Necessary and Sufficient Conditions Khan Academy

Reinforcement Assignment

Propose an argument as to which metrics would best fit the "necessary" and "sufficient" conversions for the Page of Focus.

Week 3: Understanding the Impact of Customer Motivation

Lecture Description

This week focuses on the impact of customer motivation on conversion. Students will learn why it is the most heavily weighted element in the Conversion Heuristic and how to leverage data to identify and intensify customer's core motivation.

Readings
- Meyer, Katie. "Designing for Young Adults (Ages 18–25)."
- Sherwin, Katie. "Fresh Start Effect: How to Motivate Users with New Beginnings."

Reinforcement Assignment

Interpret the degree and nature of the visitor's motivation to the Page of Focus and identify what you would do to intensify the prospect's motivation.

Week 4: Value Proposition Fundamentals

Lecture Description

This week, students will discover a working definition of the "value proposition" concept. In addition, students will learn how to leverage the force of a value proposition in marketing collateral.

Readings

- McGlaughlin, Flint. *Marketer as Philosopher* — Reflection 15-18 & 32.

Reflection Project 1

Compare and contrast the force of a given value proposition based on two variables: the prospect and the alternative.

Week 5: Value Proposition Expression

Lecture Description

Students will begin to understand the importance of, and difference between, continuity and congruence when expressing a value proposition. Additionally, students will learn how to holistically express a value proposition on a web page and across a website through these principles.

Readings

- McGlaughlin, Flint. *Marketer as Philosopher* — Reflection 34.
- Schade, Amy. "Customization vs. Personalization in the User Experience."

Reinforcement Assignment

Critique the force of the value proposition(s) as expressed on the Page of Focus and provide recommendations for improvement.

Quiz One

Quiz 1 due by Friday at 11:59 p.m. EST.

Week 6: Addressing Psychological Friction

Lecture Description

This week focuses on psychological friction. Students will learn what friction is in the context of marketing and how it impacts the customer's thought sequence in the conversion process. Additionally, students will discover the two most common forms of friction and how to minimize them.

Readings
- Pernice and Budiu. "Hamburger Menus and Hidden Navigation Hurt UX Metrics."
- Norman, Don. "Apple's products are getting harder to use because they ignore principles of design."
- Deng, L. (2010). "Affect in web interfaces: a study of the impacts of web page visual complexity and order." *Urbana*, 51, 61801.

Reinforcement Assignment

Examine the Page of Focus and provide specific recommendations as to how to minimize any unnecessary friction.

Week 7: Addressing Rational and Irrational Anxiety

Lecture Description

This week focuses on anxiety and the emotional response of the customer to elements on a web page. Students will learn the two forms of anxiety experienced by prospects and how to minimize their effect.

Readings
- Sherwin, Katie. "Hierarchy of Trust: The 5 Experiential Levels of Website Commitment."
- Budiu, Ralcua. "The Reciprocity Principle: Give Before You Take in Web Design."
- Sherwin, Katie. "Cultural Nuances Impact User Experience: Why We Test with International Audiences."
- Constantinides, E. (2004). "Influencing the online consumer's behavior: The Web experience." *Internet research*, 14(2), 111-126.

Reinforcement Assignment

Examine the Page of Focus and provide specific recommendations as to how to mitigate any anxiety that could exist in the mind of prospective customers.

Week 8: Finding and Adding the Ideal Incentive

Lecture Description
This week focuses on the proper use of incentives in the optimization process. Students will learn what an incentive is in the context of marketing and how to use incentives effectively.

Readings
- Kalbach, J. (2006). "I'm feeling lucky": The role of emotions in seeking information on the Web." *Journal of the American Society for Information Science and Technology*, 57(6), 813-818.
- Zhivago, Kristin. "Incentives: 5 Cardinal Rules, 10 Great Ideas." MarketingProfs. N.p., 29 July 2008. Web. 04 May 2017. *http://www.marketingprofs.com/8/incentives-cardinal-rules-great-ideas-zhivago.asp*

Reinforcement Assignment
Examine the Page of Focus and provide specific recommendations for arriving at an ideal incentive.

Week 9: Crafting Effective Copy — Part 1

Lecture Description
Students will learn how to align the copy on a web page with the thought sequence of a prospective customer using the story map framework. Students will explore in-depth the first three steps of this framework.

Readings
- McGlaughlin, Flint. *Marketer as Philosopher* — Reflection 9 & 11
- Meyer, Katie. "How Chunking Helps Content Processing."
- Nielsen, Jakob. "Legibility, Readability, and Comprehension: Making Users Read Your Words."

Reflection Project 2
Simulate a moderated user testing session to experience a web page through the eyes of another "user."

Week 10: Crafting Effective Copy — Part 2

Lecture Description
This week students will continue to deepen their understanding of copy writing for marketing collateral through an examination of the final four steps in the story map framework.

Readings
- McKee, Robert. Principles of Screenwriting — Chapter 1 (p. 11-30) and Chapter 3 (p. 67-78) and Chapter 6 (p. 110-134)
- Laubheimer, Page. "B2B vs. B2C Websites: Key UX Differences."
- Whitenton, Kathryn. "Website Logo Placement for Maximum Brand Recall."
- Budiu, Ralcua. "Mobile Websites: Mobile Dedicated, Responsive, Adaptive, or Desktop Site?"

Reinforcement Assignment
Craft elements of copy for the Page of Focus including headlines, sub-headlines, body copy and the call-to-action.

Quiz Two
Quiz 2 due by Friday at 11:59 p.m. EST.

Week 11: Optimization of Live Webpages

Lecture Description
This week focuses on the optimization of a selection of real-world web pages. Students will discover a methodology that can be leveraged to quickly examine marketing collateral and identify opportunities for future optimization efforts.

Readings
- McKee, Robert. Principles of Screenwriting — Chapter 10 (p. 233-251) and Chapter 12 (p. 288-302) and Chapter 13 (p. 303-316)

Final Project
Final Project due Friday 11/4 at 11:59 p.m. EST.

Week 12: The Marketer's Blind Spot

Lecture Description

Is your experience as a marketer hurting your ability to communicate with the customer? How can you tell? Like the blind spot in each of our eyes, our brain elaborately covers up the disconnect, leading us to believe that our best ideas are the best approach for the consumer.

Readings
- Nielsen, Jakob. (2007) "The Myth of the Genius Designer."
- Sherwin, Katie. (2014) "Breaking Web Design Conventions = Breaking the User Experience."
- Nielsen, Jakob. (2004) "Mastery, Mystery, and Misery: The Ideologies of Web Design."
- Stockwell, Amanda. "UX Research Fundamentals."

Reflection Project 3
Examine any 5 web pages of your own choosing through the lens of the Conversion Heuristic and identify at least 5-7 optimization opportunities per page.

Disclaimers

The instructor reserves the right to make any modification necessary to this syllabus to enhance the class learning opportunity. Such changes will be communicated via Canvas.

From time to time, students may be required to use tools, programs and websites outside of Canvas to complete course assignments. While students are welcome to use paid versions of these tools, programs and websites, all criteria for assignments will be able to be satisfied using free versions.