

Advertising Campaigns: The Handbook

Spring, 2022
Thursday, 3-5 periods

Client: American Corrections Maintenance

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Office hours (**please make an appointment; other times available on Zoom**):
Monday 2nd and 6th periods
Thursday 5th and 6th periods

Introduction

You've made it! Welcome to Advertising Campaigns, the capstone course of the Department of Advertising. If you've been wanting to throw yourself into the excitement and challenge of "real-world" advertising, you're here!

This handbook is an essential tool in helping you meet the objectives of this class. Please read it all the way through and refer to it often during the semester.

What is campaigns? Our department thinks of campaigns as the culmination of your advertising apprenticeship. You've been trained in the art and science of research, strategy, copy, art, media, sales, etc. Each of these courses was designed to instill important skills and knowledge of the business of advertising. However, your training has necessarily been compartmentalized. Each class only required that you examine advertising problems from a small, isolated, one-class perspective.

And, your problems in these classes were purely hypothetical most times. Your research or strategy class may have assigned real brands, but most times you had no real contact with the companies involved, except perhaps to solicit information. Your mistakes were of relevance only to yourself.

This class differs from all others in our department in at least two key respects: first, our client is real and is expecting results. The client fully expects to use your agency's work in a future advertising campaign. Second, you can no longer take a compartmentalized view of an advertising problem. You will have to bring multiple perspectives together to formulate a winning campaign. You'll draw on all that you've learned, and more.

In campaigns you function as a member of a polished, professional agency. You'll do it all, starting with a formal personal and agency mission statement, progressing to research and strategy development, creative and media development, evaluation, followed by the development of a plans book, and concluding with a formal presentation and Q&A session with your client. This isn't an easy class – it's time consuming, tense, and demanding of your total input - but it's a wonderful class! It's real world and that's what makes it so much fun! You'll be required to put what you know to work.

Since there are only 11 of you in class, you'll all be in one team. Your agency will choose an overall leader, and there will be individual leaders for each of the different areas of the book as well. These leaders may be re-appointed or changed for each stage of the class. Your agency's goal is to design an advertising and promotional campaign that efficiently (within a budget) and effectively meets the client's objectives. You will submit to the client your campaign book in electronic form (a plans book) and your team will give in a 20-minute formal presentation plus a 25-minute Q&A at the end of the semester.

You will develop your campaign in stages, but the stages will overlap and obviously relate and build on one another. After developing your team personality, goals and rules, you will then work on these stages that conform to the following objectives: 1) review and evaluate a

previous plans book, 2) conduct primary and secondary research, 3) develop situation analysis, 4) formulate strategy and creative, (5) develop media, promotions and IMC, (6) design and develop the plans book including creative, promotions and appropriate media, (7) develop evaluation recommendations, and a (8) formal presentation and a resulting Q&A. Each stage will be completed according to a strict schedule.

University and Class Policies

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://uf.b.uera.com/ufl>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> ([Links to an external site.](#)).

***Additionally, at the end of the semester each of you will be required to complete a learning assessment for the Advertising program. At that time, (about 3 weeks before the end of the semester) you will be enrolled in Assessment Canvas shell. Please do not ignore this announcement. You MUST complete this to graduate.

Attendance: Please confirm that you have read and understand the University of Florida Attendance policy. A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Attendance in this class: Class attendance is critical for this course. You are expected to come to every class. Think of this class as a job. If you miss class without providing a valid excuse in writing, in person, your class grade will be lowered. Assume you are in a professional agency where showing up for work, showing up on time and doing your share of the work aren't options. They are required to keep your job.

- ✓ Make up assignments can be given ONLY if you provide a legitimate reason in writing
- ✓ Excused absences will not reflect negatively or positively on your final grade
- ✓ Valid reasons for excused absences include:

- Illness
- Serious family emergency
- Special curricular requirements
- Court-ordered legal obligations
- Military obligations
- Serious weather conditions
- Religious observations
- Participation in university-level athletics

UF Grading Policies: Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Academic Honesty: Academic honesty is important at the University of Florida. All students are expected to practice the University of Florida 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.” For all work submitted for credit, including homework, in-class assignments and examinations, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."



Your well-being is important to the University of Florida and to me. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

“Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a

University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Course objectives and expectations

Course objectives

By the end of the semester you will be able to-

Develop a thorough understanding of the entire advertising campaign process and how it is put together to help solve our client’s needs. To do this you will learn how to:

- ✓ Gather and analyze secondary and primary data that provide information pertinent to our client’s communication problem
- ✓ Analyze our client’s advertising/marketing problems and opportunities based on a thorough situation analysis
- ✓ Develop and implement primary research that informs questions unanswered in the situation analysis
- ✓ Set realistic advertising and social media objectives
- ✓ Develop a sound, targeted and exciting message strategy
- ✓ Develop creative and strategic advertising and social media messages
- ✓ Make media planning and buying recommendations
- ✓ Make realistic budget and timing recommendations

Sharpen the skills necessary to be an advertising professional. To do this you will learn how to:

- ✓ Work collaboratively as part of a team
- ✓ Gain experience presenting to a real client
- ✓ Develop a campaign book that will showcase your work to future employers

Course expectations

- **No late work accepted. Due dates are non-negotiable.**
- Since you should be thinking of yourselves as working in a team, you need to be respectful to each other.
- That goes for being respectful to me as well, meaning leaving your computer and phone off, as well as iPads and any other things that can distract you. And since

you're in a team, you need to show up for class and team meetings prepared and on time.

- You need to do your share of the work. You will be evaluated by your peers four times during the semester (please see evaluations section below)
- The majority of your work is done outside of the class and regular class meetings. So you will most likely need to make adjustments to your work schedule or other obligations.

Technology – there can be no use of recording devices (except with client permission) due to the proprietary nature of the business.

Class organization

As discussed in the intro, your campaign class will use an agency-team format. You will be completing a form that details your skill sets. Then I'll then divide you all into areas, within your team, according to that skill. **Being assigned to a team does not mean that's all you'll do for the semester. It means you will participate in all phases of the project equally.**

- **Research and account planning**
Main people responsible to overseeing all research designed to determine the brand's situation (product, market, consumer, competitors, target) to identify the fit between the product and consumers. Directs methodologies such as surveys, in-depth interviews, focus groups, on-site observations – to create the situation analysis and SWOT. All students in class are involved in this section; however, there are main people in charge of the data collection.
- **Media Planning**
Main people in charge of the bridge between the brand message and target audiences. Work with creatives, social media and promotions to find unique ways to get the right message to the right people at the right time. Direct budget allocation to various channels. Must be able to assess impact and success measurement. Must be trend watchers and out-of-the-box thinkers, informed about emerging technologies, message outlets. Must understand ratings and be able to construct spreadsheets and tables/charts. All groups interact here.
- **Creative (writer, designer, plans book design, etc)**
Main people in charge of bringing the brand message to life in unique and memorable ways. Must be able to brainstorm. Constructs written and visual components of communication pieces. This team also lay out the book, and all visual representations of the social media, PR, promotions, etc. All groups provide input, feedback, etc.
- **IMC/Promotion**
Main people in charge of working with creatives to translate the core message into unique and interesting contact points for the consumer that go beyond ads. This could be sponsoring and developing events, social and geosocial, creating cutting-edge direct response initiatives, contests, giveaways, grassroots tactics, buzz

marketing, etc. These people must be up to speed on social marketing trends, and be able to see the whole picture while managing individual initiatives.

Caveat: Although you have been identified for a particular role (i.e., media, creative, research, etc.) your team must work together and be aware of and be part of every decision made. So to repeat, you, as the person identified for each task skill set, are the leader of that section. Be sure to solicit input from the entire team. Think of yourselves as the owner of a small agency in which you would naturally need and want to be a knowledgeable and active member. All of these decisions in each area build from the previous decisions, so you need to be participating all the way.

Although not recommended, you can use an outside person to do the finished art work that you have designed and finished. I don't recommend this approach because this person isn't working for a grade or have a vested interest in your success.

To repeat: There will be much overlap here, if you are the designated person or people in the areas above, you're in charge of that area with input and feedback from the entire team. Likewise, you're not done when you complete your section. It's a team effort from start to finish.

As stated, your team will need to select an overall leader, and a leader within the skill sets if there are multiple people. The leader can be changed as the book progresses or retain the original leader. Your call.

Textbooks

No texts are required for this class. However, please refer to notes from previous classes that lead up to campaigns. Additionally, if you are unclear what goes into each section of your campaign, two textbooks are recommended: Advertising Campaign Strategy and Advertising Campaign Planning.

Weekly Call reports

Each agency member will be required to turn in a weekly call report. Call reports are an **individual** activity and are **not** to be done as a group. These reports assist me in determining how the agency and the individual agency members are progressing. In addition, these call reports serve as a valuable tool for evaluating students' work by: 1) offering a means for determining what the student contributed to the agency's effort, and 2) serving as graded assignments. These are turned in on CANVAS.

Guidelines for Call Reports:

- Call reports must be received by **Monday, 11:59 pm** to receive full weekly credit. Half credit will be assigned for those call reports turned in after noon on Sunday, but before noon on Monday. After **noon on Monday**, no credit will be assigned for that week's call report. Reports must be in the proper format (form in Canvas weekly).
- Failure to turn in call reports will result in additional point deductions.

- Only written medical excuses or other documented emergencies will be considered excused reasons for not turning in call reports.
- Call reports should be as professionally as possible. All call reports must be neatly typed, and detailed. Uncorrected errors will cause you to lose points.
- Be detailed in your descriptions. If you worked on some aspect, describe and report a brief summary of your findings or accomplishments.
- Call reports include: meeting attendance, what your group has accomplished and not accomplished, as well as your plans for the next two weeks. You should also alert me to any problems that are happening in your group (forms for the call report are found on CANVAS).

Structuring the class as one team is only the second time I have done this, although a few other professors have done this in the past successfully. The summer class really enjoyed this! So, I will need your cooperation and full feedback along the way.

The Client

The client is real to give you a more realistic, challenging and rewarding experience. The client will be attending our class to tell you all about the assignment in mid-January, during regular class hours.

- Our client will be available to answer questions throughout the term **by email**. However, there are strict ground rules for contacting them. **Only the agency leader or team leaders may contact the client**, so questions will have to be routed through the appropriate team member. Most correspondence should take place through e-mail. You are advised not to abuse the client by wasting his time. Figure out what you need to know, write clear, specific questions, and contact him only when necessary. **All email correspondence MUST be copied to me as well as the client's response to your questions. All emails must say - UF Campaigns Class - in the subject line**
- The client, and members of the advertising department will view your final presentations and read your books. Your agency will present the client with an electronic campaign plans book and a live team presentation.
- A live Q&A is scheduled immediately after your presentation for the client to interact with you and ask questions about your book, the decisions within it, your presentation, etc.

Campaign Plans Book

Your agency will prepare a plans book that is a permanent record of the analysis and proposed solutions to the assigned marketing communication problem. **Plans books cannot**

exceed 30 pages, but you can have as many appendices as you want. Copies of previous plans books are available on CANVAS. In fact, your first agency assignment is to evaluate a previous semester's plans book.

Plans book outline draft in CANVAS. The evaluation form is also on CANVAS.

Your agency will prepare one complete rough draft.

The electronic copy is due on the date specified for the final book. (NOTE: due several days before the final presentation) The electronic copy (with all original creative work submitted) will be given to the client to use at his discretion. All recommendations and materials contained in the plans book will become the property of the client. Instructors and students will be asked to sign a notification form of this arrangement.

Absolute due dates for various sections will be assigned. Completing phases of the project on time is an essential component of advertising planning. **BOTH THE DRAFT COPY AND FINAL PLANS BOOKS MUST SUBMITTED ON TIME. ONE LETTER GRADE WILL BE DEDUCTED FOR EACH DAY THE BOOK OR ROUGH DRAFT IS LATE** (Book due dates are listed in Canvas. So, any time after that listed due time, the book is considered one day late). The due date for the draft copy of the book will be approximately three weeks before the date of the presentation. The due date for the final copy of the plans books will be approximately two weeks before the date of the presentation. These procedures allow both the instructor and the client adequate time to review the plans book prior to final presentation and Q&A. **Both the rough draft and final plans book must be copy edited completely. Previous clients have disregarded well-thought out plans books simply because of poor copy editing.**

Your team will be reimbursed up to \$200 for all qualified receipts.

The Presentation

Your agency will make a formal, face-to-face 30-minute presentation of the essential campaign elements, with a focus on recommendations. Each agency member will participate in the presentation although it is not essential that the time allocated to each student be equal.

Effective presentations are vital. For this reason, your group will do a live dress rehearsal with me. Following the dress rehearsal, I will make suggestions for improving the presentation. Failure to take these suggestions seriously will result in a lower agency grade. Missing the presentation or arriving late to the presentation shows disrespect to the client and is unprofessional. In the real world, it would get you fired. **So, you will lose the entire 30 points if you fail to show up, and a minimum of 15 points if you are late.**

The question-and-answer session typically lasts 30-45 minutes or so. The Q&A is for the benefit of the client to clarify any ambiguities and to discuss your rationale. Students typically discover that most clients are candid but supportive.

Your agency's presentation is an opportunity to present your campaign in a favorable light. It is an opportunity to convince the client that you have the best solution to address the product/service/issue problem. Your approach should involve the use of clear, compelling, and documented facts and information that will permit the client to understand your agency's vision for her brand.

Expect to be able to justify your ideas and to offer rationales as to why you have not chosen other courses of action. Be prepared to indicate where your information comes from, what it means, and why it is relevant.

Peer and Leader Evaluations

Peer evaluations are components of your final grade for the course, and are conducted four times during the semester. **Forms for the evaluations are on CANVAS.** Fill out a form for each person on your team. Do not evaluate yourself. Scores for the evaluations are averaged for each student.

Complete a separate form for the leader also found on CANVAS

Why do peer evaluations? Because you know more than I do about the relative contributions of each agency member. Because this kind of evaluation ensures that hard work is recognized and that slacking is too... Because that's how it works in the real world!

Tip: Your feedback is the single best way you can help your teammates perform better!

- Take a reasonable amount of time to do the evaluations. Don't rush through them at the last minute.
- Before you evaluate someone, try to get a good sense what his or her contribution was throughout the project. Remember that people can contribute in different ways.
- Once you have evaluated a teammate, that stage is officially over. Never use an evaluation to punish or reward a member for their work on an earlier stage of the course.

Of course, you will be receiving evaluations too! You have some responsibilities as the person being evaluated.

- Evaluations are anonymous, for obvious reasons. Since I go to great lengths to protect your anonymity, show the same courtesy to others in your agency. Never try to "figure out" who might have given you a particular evaluation. Don't discuss your evaluations with other team members!
- Negotiating, arranging or otherwise attempting to influence another member's evaluations in a way that does not reflect work on the project is a breach of

academic honesty. I consider it the equivalent of cheating on an exam. The risk you take in trying to do this is not worth the benefit.

- Everybody gets evaluated in life (myself included). It can be painful, or even seem unfair. You may feel that your teammates failed to understand the full nature of your contributions. Remember that the burden is on you to let them know what you did, not on them to find out. If you are unhappy with your evaluations, try to learn from the comments and do better the next time. This is really the only sensible way to respond to disappointing evaluations.

There are several less sensible ways to respond to disappointing evaluations. You can be angry. You can be hurt. You can psychologically withdraw from the agency. You can believe that you alone had the misfortune of being stuck with a rotten group.

Before you try or assume any of these, imagine the response you would hope to receive from someone you assigned honest but critical feedback. My guess is you would welcome with open arms an agency member who improved and showed they cared about the class and the agency.

Remember: Peer evaluations are not evaluations of you as a person. They are evaluations of your work. Your work can get better (even if you received good evaluations). Good criticism is essential for growth. It's also a part of the ad business.

Evaluations are important. Give them the time and consideration that you hope your teammates will give to your evaluation. Your ratings are anonymous; only we will know how you evaluated your team members.

You have some responsibilities as an evaluator: be honest and fair.

--Don't hope a nice evaluation will make someone work harder the next time (it will not). Be honest and address problems as they come up. This is a great motivator for team members not pulling their weight.

--Don't "punish" someone with whom you have disagreements by giving them a more severe evaluation than they deserve.

--Use the evaluations to let a teammate know what he did that was good. And what he did that was not so good.

--Be specific. Don't say "Jan was irresponsible." Say "Jan missed several meetings without calling and missed two important work deadlines."

--Offer practical advice to help your teammates to do better.

Interpreting peer evaluations

Your peer evaluation sheet asks you to rate EACH team member (except the group leader) on these dimensions:

1. *Commitment to our common purpose:*

By commitment to common purpose, I mean to what extent did this person put the interests and performance of the group ahead of his or her own? To what extent did the person put aside personal feelings and beliefs in the interest of making the group function effectively. People who contribute to your cohesion and effectiveness as a group should receive a high score on this dimension.

2. *Efforts in accomplishing group tasks:*

This item is straightforward. How much effort, time, and energy did this individual put in on your project? Just what was required? More than anyone? Little or none? Evaluate accordingly.

3. *Willingness to do difficult tasks was:*

There are some things we like to do, others we don't. Who is willing to do the tough jobs, the jobs nobody else wants? Who stays up late when the project is behind, who proofreads and corrects the mistakes of others? Recognize these individuals with high evaluations on this dimension.

4. *Ideas and contributions in meetings:*

Effective groups will be those that plan and problem solve. Who is the thinker, the one who finds light when the group is stuck on a problem? This may not be the most vocal participant in meetings. It may be someone who only speaks when it will move things forward and get things done.

5. *Willingness to help others in the group was:*

Who puts in more time after completing his or her own work to make sure everybody else does a good job? Who is always willing to pitch in and make sure that needed tasks are done, and done well? Who do you count on at crunch time? On the other hand, who insists that once their responsibility is accomplished they are finished?

6. *Work products:*

Let's face it, while attitude and motivation are important, the bottom line is results. Whose work is always good, always polished, and always thorough? Who never needs to have their work checked because they have already double and triple checked it themselves?

7. *Attitude, friendliness, and respectfulness:*

Who made you feel good about being in the group? Who helped the group to feel like a team rather than a collection of individuals? Who made you feel like your

ideas were important? Who always seemed to understand the mood of the group, and knew what to say to make tense dissapate?

Leader evaluations

A separate sheet is provided for team leaders. The dimensions relate to this person's effectiveness in facilitating group performance. Here is a description of what these dimensions refer to:

1. *Kept our group's purpose, goals, and approach relevant.*

This person kept the big picture in mind during the project. He or she always seemed to be looking ahead, anticipating problems. Because of that vision, he/she could clarify the purpose and meaning of the different tasks at each stage of the process. Whenever we lost sight of why we were doing something, this person seemed to know, or made sure he/she found out. This person also never forgot that our purpose was defined by the group, not by his or her personal agenda.

2. *Built team commitment and confidence.*

This person helped each of us to feel important and involved. He/she facilitated mutual rather than individual accountability. Everyone felt they had a stake in the project, that the project reflected their inputs too. Somehow, this person kept us focused on performance and feeling good.

3. *Helped each of us to develop our skills.*

I learned things on the project because this person encouraged us all to grow and become better. It was clear to me that this person wanted high performance from everyone. It was also clear that the leader was willing to help us be high performers.

4. *Ensured that everyone made tangible contributions.*

No one was excluded from a meaningful role. This leader, as much as possible, worked to ensure that everyone did real work and everyone did good work.

5. *Managed relationships with the client.*

Obtained vital information from the instructor through the use of clear, effective written communications. Did not waste the client's time with unnecessary questions. Presented the group to the client as a professional organization.

6. *Managed relationships with the instructors.*

We felt comfortable we were on the right track because this person checked with the instructor when doubts arose. He or she got answers to questions as quickly as possible. This person made sure they attended the weekly leaders meetings.

7. *Managed relationships with the team members.*

Was attuned to group dynamics. Provided praise when earned, and offered mature, reasoned criticism when needed. Was accessible to the group.

8. *Ran efficient, effective group meetings.*

Our meetings were always productive because this person made sure we stayed on track. Everyone knew what to do after the meetings were finished.

9. *Listened to group members.*

We felt as though this person honestly wanted our input. The leader believed it was important that everyone be heard. While we may have disagreed at times, this person made sure that everyone had the opportunity to present their point of view. Everyone's opinion was important to this person.

10. *Delegated responsibilities well.*

This person never just did something him or herself because that was the easy or efficient thing to do. They took the time and energy to allocate responsibility to others in the group.

11. *Did real work on the project.*

When we had to roll up our sleeves and do work, this person was there beside us. They worked every bit as hard on this project as everyone else.

If you serve as a group leader, understand these dimensions well! These are the bases for your peer evaluations, so remember to keep them in mind as you are working on the project.

The ratings scale:

Here is the ratings scale for the evaluation sheets:

Excellent:

This person did a truly fantastic job on this dimension. They took your breath away. You wouldn't trade them for anyone in the class. *You should indicate what made them so special.*

Good:

This person is a great asset to your group on this dimension. They performed much better than you had a right to expect. While there is room for improvement, they are definitely valued. *You should indicate why you valued their work, and what they could think about in order to do a little better.*

Fair:

They did their job. This person didn't cause me any headaches. Their performance was acceptable if uninspired. I was surprised to see that a senior in advertising showed such little enthusiasm however. *You should take some time to note specific ways this person can improve.*

Poor:

This person was somewhat of a burden. Their performance in this dimension was substandard. Someone else in the group was forced to pick up the slack for this person. You don't think the group would actually be better off without this person, but they will definitely need to pick it up on the next project. *In a specific, detailed, but respectful way, you should note how they can improve. Be very specific about the problems you observed with this person.*

Unacceptable: This person was a burden to our group on this dimension. Others were forced to take responsibility for their lack of effort, motivation, or skills. Your sense is they either didn't really care about the class or the group, or they were suffering from some deep personal problem, at least as far as this dimension is concerned. *You should go into great detail to justify your evaluation. Your feedback should be primarily addressed to the instructors rather than the team member. This person should probably be on notice that they may be fired.*

***There will be 4 peer and leaders evals throughout the semester, each one is worth 10 points and will be averaged at the end of the semester. Failure to submit peer evaluations within 24 hours of the due date will result in 0 points for each/every one of the four evaluations you miss.**

Scale:

Points	Letter grade
9-10	A
8-8.99	B
7-7.99	C
6-6.99	D
Below 6	E

Did you say firing? Can we do that?

Yes you can. And it happens in this class.

How to fire someone. A group member can be fired if:

- * The group member has been given at least one poor evaluation.
- * Everyone in the group (except the person being fired, of course) agrees the person should be fired
- * The group writes a letter, signed by everyone in the group (except the person in question) stating that the person is fired, and giving the rationale for the dismissal.

I'll take over from there.

Note: *If you are fired, your best option is usually to drop the class.*

Grading Policy

Although the client will determine which agency will win the account, I will assign the grades. I may take into account the client’s judgments; however, the grades will be assigned independently from these results.

Source of Grade	Percent	Points	Individual or Agency Grade
Call reports	10%	20	Individual
Peer evaluations	30%	60	Individual
Plans book report	5%	10	Agency
Team Self-definition	5%	10	Agency
Rough Draft Plans Book	15%	30	Agency
Plans book	25%	50	Individual
Presentation / Q&A session	10%	20	Agency

Table 1. Origins of final grades

Assessment: There is a new UF policy that all students’ competency in the field will be assessed in campaigns. Be prepared to fill out some forms at the end of the class. These are a must do to receive a final grade.

Grading Scale

A	94.50 – and above
A-	91.50 – 94.49
B+	88.50 – 91.49
B	85.50 – 88.49
B-	82.50 – 85.49
C+	79.50 – 82.49
C	76.50 – 79.49
C-	73.50 – 76.49
D+	70.50 – 73.49
D	67.50 – 70.49
D-	64.50 – 67.49
E	Less than 64.49

Grading scale-points

A	186-200
A-	180-185
B+	174-179
B	168-173
B-	162-167
C+	156-161
C	150-155

C- 144-149
D 138-143
E <138

The philosophy of the class is that you are now a professional. We (and this includes me) are working for a real client who is compensating the Department of Advertising for the services this class provides. For this reason, you should conduct yourself as a professional at all times. Professional conduct should be extended at all times to your teammates, classmates, instructor, and the client. Unprofessional conduct, which may include tardiness, absences, missed deadlines, poor or sloppy work, plagiarism or any other breach of academic integrity, and immature or inappropriate behaviors, nasty and unprofessional communication will be penalized based on the gravity of the offense.

While the final book is a team effort, grades are assigned individually. This means that while your team's book might receive an A or a B grade, that doesn't always translate into that same grade for you. Additionally, most often team members do not receive the same grades – as you can see from above, your final grade is based on a number of things – including work product, professionalism (as discussed in the previous paragraph), team work, etc.