ADV 6325 Advertising and Social Media
Summer 2016

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Office Hours: Video Conference Calls (via Google Hangouts)
by appointment
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Course Website: https://ufl.instructure.com/courses/327894

Course Communication: Direct any and all questions (or concerns) to the instructor's UF email address. There is also a FAQ section in the course Canvas shell found here http://tinyurl.com/gn96jpr.

Course Description:
The course teaches students to conceptualize, create, polish, and place effective advertisement executions in social media. Within the social media curriculum, this is the class that will allow students to flex their creative muscles. Through reviewing case studies, executing creative projects, and receiving regular feedback, students will gain a strong foundation for careers in the creative field (copywriter, art director) as well as help with other employment paths involving social media. Having an understanding of the process positively affects your ability to assess and advise those who are. Students will learn how to concept an ad campaign, as well as learn a basic understanding of how Photoshop works. Thus furthering their ability to sell products through social channels, and sell themselves to companies.

Course Objectives:
By the end of this course, students will:
- Create a brand voice appropriate across social media platforms, such as Facebook, Twitter, Snapchat, Vine, Pinterest, Tumblr, and more.

- Use Adobe Photoshop to create advertisement executions suitable for publication on social media platforms.
- Create social media content for a variety of brands using several social media platforms. Thus developing a social media creative portfolio suitable for presenting in employment interviews.
- Demonstrate they can use criteria that allow them to distinguish between successful and unsuccessful social media executions.
- Demonstrate they can professionally and effectively advise a client on the benefits and costs that advertising on social media brings to a brand.

Course Goal:
To become an advertising creative (if only for twelve weeks).

Expectations:
Students are expected to complete work on time. The business world that awaits you all after graduation does not accept excuses on why a deadline is not met. You are also expected to participating in class discussions in a professional manner while respecting the instructor and fellow students. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

Requirements:
You must have a computer with the capabilities to access the World Wide Web.

You'll need Adobe Photoshop in order to follow along with the Photoshop portion of the class, as well as to create your work. Here is the link to the student version of Photoshop
http://www.adobe.com/creativecloud/buy/students.html

USB key (at least 1GB)
** Work that is late or lost due to crashed hard drives will not be tolerated. Be sure to back up your files.

You'll also need a Facebook profile.

Required Textbooks:
There are no required textbooks for this course.

Not required, but highly recommended:
Purple Cow by Seth Godin
Hey, Whipple, Squeeze This by Luke Sullivan
Cutting Edge Advertising by Jim Aitchison (Chapters 3, 5 and 8)

Additional Readings:
Current articles in leading journals pertaining to social media (adage.com, creativity-online.com, mashable.com, adweek.com/adfreak, and adverblog.com) will be listed in the course schedule and in each weekly module on Canvas.

Prerequisite knowledge and skills:
The only prerequisite is an open mind. Everyone has the potential to be creative, they just have to be willing to try.

Some basic understanding of Photoshop would be beneficial, but not necessary. If you're truly a beginner in the world of the Adobe suite, www.lynda.com is a great source for tutorials. You can access the site by logging in through the Organization Login. You'll then have the option of going through the organization's URL (www.ufl.edu).

Teaching Philosophy:
The most effective way to teach advertising is to teach someone how to create ads, not just study them.

The most effective way to learn how to create an ad is through trial and error. Learning comes from getting feedback. Someone else telling you what they like or don't like about your ideas. In order to take that feedback and learn from it, you have to be open-minded and willing to accept criticism.

Instructional Methods:
The course is comprised of lectures, case studies, readings, discussions, assignments, and projects. There will also be four live sessions taking place throughout the semester.

Course Policies:

Attendance Policy:
Because this is an online asynchronously delivered course, 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.

Late Work and Make-up Policy:
Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- Less than an hour late   05 points off
- More than an hour late but less than 24 hours late   10 points off
- More than 24 hours late but less than 48 hours late 15 points off
- More than 48 hours late   25 points off
- A week or more late   Not accepted

The new lecture week begins on Mondays.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Coursework:
All coursework must be submitted through Canvas. The only acceptation to this rule is the Facebook assignments which must also be submitted to the class Facebook wall.

Deadlines:
All assignments are due by 10pm EST on the corresponding Friday.

Grading:
Your work will be evaluated according to this distribution:

- Facebook Assignments 10%
- Class Discussions 10%
- Photoshop Discussions 5%
- Project 1 15%
- Project 2 15%
- Project 3 15%
- Final Project 30%

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Weekly Lectures:
The Instructor will post at least one lecture video to Canvas for each of the 12 weeks. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

There will also be 4 live lectures taking place via Adobe Connect (https://uflcoj.adobeconnect.com/adv_sm/). Each lecture will showcase examples of current student work to highlight what makes an effective piece of social media advertising. In addition, these lectures give you the chance to ask questions directly to the instructor. If you can't take part in

these lectures there will be the opportunity to catch up by watching recordings. However, you are expected to do all you can to participate live. The aim is for this interaction to provide you with more skills and ideas for your assignments and projects.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be in your best interest as they build on one another and introduce each assignment and/or project.

Assignments:

Facebook Assignments:

For every other module (starting with Module Two), students will be tasked with creating five status updates for an assigned brand and then posting them to the class Facebook wall. It's important to see and learn from what other classmates are doing. Also, learn from the feedback given not only to you, but to fellow students as well. Commenting on other students' postings is encouraged, but keep it constructive. Work is to also be simultaneously uploaded to Canvas for grading purposes.

Facebook posts (per module) are awarded points according to levels of success.

NOTE: Although the possible points for craft will remain the same for the entire semester, progress in students' Photoshop capabilities will be taken into account from assignment to assignment in order to earn full points.

	100-90 Excellent	89-80 Good	79-70 Average	Less than 70 Unsatisfactory	Score
Craft – 15%	Crafted excellently with obvious care and time put into presenting the ideas in a clear and interesting way.	Executions presented clearly with some extra details to help further explain and sell the idea.	Ideas presented clearly but with little to no effort.	Crafted very poorly with little to no time or thought put into creating a clear presentation of ideas.	
Creativity/ Originality –	Exceptional creativity. This idea is	Admirable creativity. Idea feels new	Acceptable creativity. Idea has been	Lacks creativity. Idea has been	

40%	fantastic! It feels fresh, exciting, and would make most creatives jealous.	and exciting.	executed before, but is still a great idea.	used a lot by many brands.	
Voice – 20%	Ideas have an obvious and appropriate voice that breathes life into the executions.	Ideas have a clear and appropriate voice.	Ideas have a clear voice but that voice does not fit the assigned brand.	Ideas lack a clear and appropriate voice.	
Shareable – 25%	Ideas are clearly designed with share ability in mind. They'd be the next viral sensation. We're talking Ice Bucket Challenge.	Ideas have a strong shareable quality.	Ideas don't have a strong shareable quality. One or two people might share with a friend, but lacks wide spread appeal.	Did not think about whether the idea is shareable or not. Lacks entertainment or informative value that people would want to pass along.	

Class Discussions:
For each discussion board assignment, students will be tasked with answering the proposed question, as well as participating in other classmate's discussions. <mark>You will only receive full marks if you've participated with other discussion threads.</mark> Please allow enough time to make an initial post and allow time for commentary.

Discussion board assignments are awarded points according to level of involvement and insight.

	100-90 Excellent	89-80 Good	79-70 Average	Less than 70 Unsatisfactory	Score
Participation – 25%	Contributes in a very significant way, responding very thoughtfully to other students' postings.	Minimal participation with the class. Failure to comment on more than one other student's discussion.	Failure to comment on another student's discussion.	No involvement in discussion.	
Insight – 60%	Excellent preparation with in depth interpretations and analysis of material, with reference to real-world examples.	Clear knowledge of material with evidence of interpretation and analysis.	Basic knowledge of material without evidence of interpretation or analysis.	Minimal response to the module question.	
Adding to the Conversation – 15%	Continually promotes cooperative argument-building.	Provides point-counterpoints that do a good job of continuing the conversation.	Minimal thought put into a response, but still furthers the conversation.	Responses lack any substance and fail to further the conversation.	

Photoshop Discussions:
During the first six weeks of class, there will be Photoshop discussion assignments to accompany the tutorial lectures. Students will be asked to answer questions, post links to tutorials, or post links to comping resources they've found that apply to that week's subject matter. This will be a valuable tool/resource to all students who want to further their skills in Photoshop.

Photoshop discussion assignments are awarded points according to level of involvement and insight.

	100-90 Excellent	89-80 Good	79-70 Average	Less than 70 Unsatisfactory	Score
Participation – 60%	Sharing three or more tutorials.	Failure to post more than two tutorials.	Failure to post more than one tutorial.	No involvement in discussion.	
Insight – 30%	Each link is accompanied with copy that explains exactly why that tutorial could be seen as helpful for other students and their work.	Some explanation on the benefits of each tutorial shared.	Little to no insight on what makes the tutorials helpful.	Posted without explanation or further description.	
Originality – 10%	Clearly spent time finding specific tutorials that provide additional learning tools for the class.	Selection of tutorials helps round out the tutorials offered by the class and fellow students.	Minimal effort in providing new tutorials.	Sharing the same tutorials posted by other students in the class.	

Projects:

Projects 1-3

What you learn in this class will be implemented in the creation of social media executions for four different brands. When choosing brands, they must be known nationally and large enough to warrant advertising their products or services. All brands must be submitted for approval before work begins. I would recommend submitting your desired brand for Project 1 right away, and each additional choice at the conclusion of the project that precedes it.

Project 1

Twitter and Vine

You will be tasked with creating six ideas for a tech company of your choosing using the social platforms Twitter and Vine. Brand must be submitted for approval before work begins.

Project 2
Waze, Instagram, and Snapchat
You will be tasked with creating six ideas for a fast food chain of your choosing using the mobile apps Waze, Instagram, and Snapchat. Brand must be submitted for approval before work begins.

Project 3
Pinterest and Tumblr
For the third project, you'll be tasked with coming up with six ideas for a retailer of your choice using Pinterest and Tumblr. Brand must be submitted for approval before work begins.

Projects 1-3 are awarded points according to level of craft, creativity, originality and practicality.

NOTE: Although the possible points for craft will remain the same for all three projects, progress in students' Photoshop capabilities will be taken into account from project to project in order to earn full points.

	100-90 Excellent	89-80 Good	79-70 Average	Less than 70 Unsatisfactory	Score
Craft – 15%	Crafted excellently with obvious care and time put into presenting the ideas in a clear and interesting way.	Executions presented clearly with some extra details to help further explain and sell the idea.	Ideas presented clearly but with little to no effort.	Crafted very poorly with little to no time or thought put into creating a clear presentation of ideas.	
Creativity/ Originality – 40%	Exceptional creativity. This idea is fantastic! It feels fresh, exciting, and would make most creatives jealous.	Admirable creativity. Idea feels new and exciting.	Acceptable creativity. Idea has been executed before, but is still a great idea.	Lacks creativity. Idea has been used a lot by many brands.	
Voice – 20%	Ideas have an obvious and appropriate voice that	Ideas have a clear and appropriate	Ideas have a clear voice but that voice does not fit the	Ideas lack a clear and appropriate	

	breathes life into the executions.	voice.	assigned brand.	voice.	
Shareable – 25%	Ideas are clearly designed with share ability in mind. They'd be the next viral sensation. We're talking Ice Bucket Challenge.	Ideas have a strong shareable quality.	Ideas don't have a strong shareable quality. One or two people might share with a friend, but lacks wide spread appeal.	Did not think about whether the idea is shareable or not. Lacks entertainment or informative value that people would want to pass along.	

Final Project

For your final project, you'll be tasked with creating eighteen different executions using different social media platforms for a brand of your choice (with approval). In order to accomplish this, you'll be using a range of web pages and applications such as: Facebook, Twitter, Waze, Pinterest, Instagram, Vine, Tumblr, and Snapchat. To receive full marks, you must use social media platforms not covered in class.

Final Project is awarded points according to level of craft, creativity, originality, practicality, and diversity of platforms.

	100-90 Excellent	89-80 Good	79-70 Average	Less than 70 Unsatisfactory	Score
Craft – 15%	Crafted excellently with obvious care and time put into presenting the ideas in a clear and interesting way.	Executions presented clearly with some extra details to help further explain and sell the idea.	Ideas presented clearly but with little to no effort.	Crafted very poorly with little to no time or thought put into creating a clear presentation of ideas.	

Creativity/ Originality – 45%	Exceptional creativity. This idea is fantastic! It feels fresh, exciting, and would make most creatives jealous.	Admirable creativity. Idea feels new and exciting.	Acceptable creativity. Idea has been executed before, but is still a great idea.	Lacks creativity. Idea has been used a lot by many brands.
Voice – 10%	Ideas have an obvious and appropriate voice that breathes life into the executions.	Ideas have a clear and appropriate voice.	Ideas have a clear voice but that voice does not fit the assigned brand.	Ideas lack a clear and appropriate voice.
Shareable – 15%	Ideas are clearly designed with share ability in mind. They'd be the next viral sensation. We're talking Ice Bucket Challenge.	Ideas have a strong shareable quality.	Ideas don't have a strong shareable quality. One or two people might share with a friend, but lacks wide spread appeal.	Did not think about whether the idea is shareable or not. Lacks entertainment or informative value that people would want to pass along.
Variety – 15%	Used a plethora of social media outlets (including more than one not covered in class) to create a creative and well-rounded integrated campaign.	Executions used a variety of social media outlets (including at least one not covered in class) to create a creative and well-rounded integrated campaign.	Used some different social media outlets to create a creative integrated campaign.	Executions lack variety, resulting in a one-dimensional campaign.

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. 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: Communication Courtesy:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.
http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:
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 in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning

activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

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

** 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 e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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 visit http://www.distance.ufl.edu/student-complaints 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 at http://www.dso.ufl.edu/students.php

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 14 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 https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

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

Schedule

Week One: Introduction

OBJECTIVE: Familiarize yourself with the class syllabus and course requirements.

LECTURES: In this module we'll cover several subjects; an introduction to the class, social media platforms that will be covered, and brief history of advertising and what it means to create advertising in today's world.

READINGS/VIDEOS:
• The History of Advertising in 60 Seconds (http://tinyurl.com/mb7sa57)
• Sell & Spin: A History of Advertising (http://tinyurl.com/lcfesq2)

DISCUSSION BOARD ASSIGNMENT: Introduce yourself to the class and tell us what experience you have with advertising and social media.

ASSIGNMENT:
• Friend request my Facebook account so that you can be added to the class group (https://www.facebook.com/jonathan.mueller.399).

PHOTOSHOP DISCUSSION: How much experience with Photoshop and the other programs in the Adobe Suite do you have?

Week Two: Brand Voice

OBJECTIVE: Identify a brand's voice and discuss its relevance and effectiveness.

LECTURES: We'll talk about brand voice. Where does it come from and how do you know if it's the right one? We'll also discuss the weekly Facebook and Discussion Board Assignments in detail.

READINGS/VIDEOS:
• Ad Age: Why Brands Look Like People on Facebook (http://tinyurl.com/lyamz88)
• Marketing Land: 20 Great Social Media Voices (And How to Develop Your Own) (http://tinyurl.com/bp5952g)
• Skittles Commercials (http://tinyurl.com/qjg4vkx) (http://tinyurl.com/lynmymq)
• Grey Poupon Case Study (http://tinyurl.com/kxfcc9k)

DISCUSSION BOARD ASSIGNMENT: Give an example of a brand voice you find good or bad and explain why.

ASSIGNMENT:
• Create five status updates for Grey Poupon on the class Facebook page.

PHOTOSHOP LECTURES/TUTORIALS: I'll create several examples of Facebook executions using to showcase exactly what steps are taken in the process.
• Intro to Photoshop (https://www.youtube.com/watch?v=OFgTrMxV61w)
• Photoshop Brushes (https://www.youtube.com/watch?v=PBxZ1gyFQgo)
• Photoshop Tools (https://www.youtube.com/watch?v=DJ6IlXnBV-o)

PHOTOSHOP DISCUSSION: Share three Photoshop tutorials you found helpful, relating to Photoshop for beginners.

Week Three: Creative Process

OBJECTIVE: Be able to critique an advertisement and provide feedback

that would improve the concept and in turn be able to create an ad yourself.

LECTURE: Learn about creativity and the creative process. We've all been exposed to advertising our entire life, now is the time to take what we've seen and use that to create something new.

READINGS/VIDEOS:
• AdWeek: Genius or Process? How Top Creative Directors Come Up With Great Ideas (http://tinyurl.com/ojqb2as)
• The Idea Catchers (http://tinyurl.com/kukhyuw)
• Creative Process Illustrated: Benjamin Palmer (http://tinyurl.com/otyhogr)
• Creative Process Illustrated: TippEx's Hunter Shoots a Bear campaign (http://tinyurl.com/ob7qx8u)
• Sir John Hegarty: What makes great ideas? (http://tinyurl.com/k5u84gn)
• Jonathan Cude, Chief Creative Officer, McKinney Adverting on creativity (http://tinyurl.com/qen2awv)

DISCUSSION BOARD ASSIGNMENT: Using the Facebook Grading Rubric as a guide, what feedback and grade would you give a student that turned in this post? (See Lecture for post)

PHOTOSHOP LECTURES/TUTORIALS: I'll create an example of a Vine execution using Photoshop to showcase exactly what steps are taken in the process.
• Photoshop Selections (https://www.youtube.com/watch?v=VJRYP0wadYw)
• Photoshop Layers (https://www.youtube.com/watch?v=eNui8lOFPlw)
• Photoshop Tutorial: How to remove a background in Photoshop (http://tinyurl.com/o6eptso)
• Photoshop Tutorial: Hair masking - how to cut out hair in Photoshop (http://tinyurl.com/nuf4ko2)
• Photoshop Resource: Subtle Patterns is a great source for lower-res patterns (http://subtlepatterns.com/)
• Photoshop Resource: Brands of the World for logos (www.brandsoftheworld.com)
• Photoshop Resource: Turbo Squid for 3D models (www.turbosquid.com)
• Photoshop Resource: Vecteezy for free vector art (www.vecteezy.com)

PHOTOSHOP DISCUSSION: Photoshop Discussion: Share three Photoshop tutorials you found helpful, relating to Layers.

Week Four: 140 Characters & 7 Seconds

OBJECTIVE: Develop a social media campaign using Twitter and Vine.

LECTURES: This lecture will cover the many ways advertisers are using Twitter and Vine in order to create creative executions. Specifically, we'll look at how Oreo's has been using Vine to create new and refreshing content. A more in-depth coverage of Project 1 will also be included in this week's module.

CREATIVE REVIEW: A creative review will take place through Adobe Connect on Thursday at 6pm EST to discuss students' Facebook executions. To join, log into https://uflcoj.adobeconnect.com/adv_sm/ as a guest.

READINGS/VIDEOS:
• Business Insider: The 50 Best Brands To Follow On Twitter (http://tinyurl.com/m3qnnmy)
• Mashable: 20 Funny Tweets Your Brand Should Take Seriously (http://tinyurl.com/pr9p2mm)
• Fast Company: 6 of the Best, Boldest Uses of Vine in Marketing (http://tinyurl.com/m76nhev)
• AdWeek: Is This the World's Chattiest, Cattiest Corporate Twitter Account? (http://tinyurl.com/onxpnqb)
• Mashable: 15 Brands Kicking Butt on Vine (http://tinyurl.com/k55bjm6)
• Oreo's Vine Page (https://vine.co/Oreo)
• Airbnb Case Study (http://tinyurl.com/plk6nnk)
• Water is Life Case Study (http://tinyurl.com/pyl9ubj)
• Lowe's Case Study (http://tinyurl.com/lavmrjm)

DISCUSSION BOARD ASSIGNMENT: What's a wrong way for a brand to use Twitter?

ASSIGNMENTS:
• Create six ideas for a tech company using Twitter and Vine.
• Create five status updates for Skittles on the class Facebook page.

PHOTOSHOP LECTURES/TUTORIALS: A continuation fro last week's example of a Vine execution using Photoshop to showcase exactly what steps are taken in the process.
• Photoshop Transformations and Fills
  (https://www.youtube.com/watch?v=U8EGPUdqrtE)
• Photoshop Pen Tool and Paths
  (https://www.youtube.com/watch?v=SxSPrHVr13E)

PHOTOSHOP DISCUSSION: Share three Photoshop tutorials you found helpful, relating to image manipulation.

Week Five: Constant Vigilance

OBJECTIVE: Discuss the concept of time in relation to social media advertising.

LECTURE: This lecture will talk about real time advertising and how it applies especially to the world of social media.

READINGS/VIDEOS:
• Forbes: Real-Time Advertising Has Arrived, Thanks to Oreo And The Super Bowl (http://tinyurl.com/kf9rmgb)
• AdWeek: 8 Types of Real-Time Marketing and the Brands That Got It Right (make sure to click on the link "See Success Stories…" at the bottom of the article to continue.) (http://tinyurl.com/nm5fpux)
• Super Bowl Social Lessons: A 5-Step Guide to Creating Better Real-time Event Marketing (http://tinyurl.com/mek2jct)
• Adweek: Brands All Use This Same Tired Joke on Twitter and It Needs to Stop (http://tinyurl.com/q9dd3sq)
• AdWeek: Does Real-Time Marketing Work? (http://tinyurl.com/q2yhnq5)
• Oreo Case Study (http://tinyurl.com/n35onll)

DISCUSSION BOARD ASSIGNMENT: Do the rewards outweigh the risks

when it comes to real-time advertising?

PHOTOSHOP LECTURES/TUTORIALS:
• Photoshop Image Adjustments and Filters
  (https://www.youtube.com/watch?v=IOZqR9ARUvY)
• Photoshop Text (https://www.youtube.com/watch?v=FZGuVySOM0Q)
• Photoshop Resource: Dafont for free fonts (www.dafont.com)
• Photoshop Resource: Lost Type for some higher quality free fonts
  (www.losttype.com)

PHOTOSHOP DISCUSSION: Share three Photoshop tutorials you found
helpful, relating to typography.

Week Six: Social Gone Mobile

OBJECTIVE: Develop a social media campaign using the mobile apps
Snapchat, Waze and Instagram.

LECTURES: The first lecture will cover the many ways advertisers are
using Snapchat, Waze and Instagram in order to create creative
executions. Additional lectures will cover how Nike used Instagram to
create a new experience and a more in-depth explanation of Project 2.

CREATIVE REVIEW: A creative review will take place through Adobe
Connect on Thursday at 6pm EST to discuss students' Project 1
executions. To join, log into https://uflcoj.adobeconnect.com/adv_sm/
as a guest.

READINGS/VIDEOS:
• AdWeek: Foursquare's Crowley: Our Users Are Real-World Google
  Crawlers (http://tinyurl.com/k3v9q6p)
• SayDaily: What are Brands Doing on Waze? (http://tinyurl.com/pkz2dgo)
• Digiday: Google's newest secret weapon for local ads
  (http://tinyurl.com/md7nxcv)
• Mashable: How Fortune 500 Companies Use Instagram to Build Their
  Brands (http://tinyurl.com/n742497)
• iMPact: How 4 Brands Are Using Snapchat to Increase Personal

Connections (http://tinyurl.com/qymgufa)
- Marketing Land: A Marketer's Guide to Snapchat & How Brands Can Build FollowersThrough "Stories (http://tinyurl.com/nwdx927)
- PDF: Unfiltered Guide to Instagram for Brands
- Nike PHOTOiD Case Study (http://tinyurl.com/l38vxte)
- GE Case Study (http://vimeo.com/58489162)

DISCUSSION BOARD ASSIGNMENT: What would be some benefits of using Vine over Instagram?

ASSIGNMENTS:
- Create six ideas for a fast food chain using Waze, Instagram, and Snapchat.
- Create five status updates for Nike on the class Facebook page.

PHOTOSHOP LECTURES/TUTORIALS: In this week's lecture I'll be making several executions for the mobile apps Waze and Snapchat.
- Photoshop Resource: teehan+lax is a great source for iPhone assets (http://www.teehanlax.com/tools/iphone/)

PHOTOSHOP DISCUSSION ASSIGNMENT: Photoshop Discussion: Share three websites you found to be a helpful resource when comping ideas.

Week Seven: Participation Threshold

OBJECTIVE: Differentiate between an effective and non-effective advertisement through social media.

LECTURES: This lecture will cover how much time and energy you can ask of a consumer before you get diminishing return on your investment. There is also a lecture where we look at how Twitter can be used to say a lot more than 140 characters.

READINGS/VIDEOS:
- Visual.ly: The Simple Science of Facebook Engagement (http://tinyurl.com/mm4tb5r)
- socialmediatoday: Why Your Social Media Marketing Campaign Can Fail

Right from the Start (http://tinyurl.com/q94eja4)
- iMPact: Are You Posting Too Much on Social Media? (http://tinyurl.com/njarqtz)
- BufferSocial: The Complete Guide to Growing Your Organic Facebook Reach (http://tinyurl.com/l7w2m7f)
- SalesForce: The 30 Most Brilliant Social Media Campaigns of 2014 (So Far) (http://tinyurl.com/mzdlrg5)
- Social Media Fails (http://tinyurl.com/ovxwo5w)
- Surrender Your Say Case Study (http://tinyurl.com/qzshclg)

DISCUSSION BOARD ASSIGNMENT: Compare an ad that you would participate with to one you would not and why.

Week Eight: Pin & Post It

OBJECTIVE: Develop a social media campaign using the websites Pinterest and tumblr.

LECTURES: These lectures will cover the many ways advertisers are using Pinterest and tumblr in order to create creative executions. We'll also look at how a late night breakfast hangout used tumblr to create a voice unique to the platform and its audience and a more detailed explanation of Project 3.

CREATIVE REVIEW: A creative review will take place through Adobe Connect on Thursday at 6pm EST to discuss students' Project 2 executions. To join, log into https://uflcoj.adobeconnect.com/adv_sm/ as a guest.

READINGS/VIDEOS:
- OMI: 5 Brands Using Pinterest Right and How to Learn from Them (http://tinyurl.com/mdkx72o)
- Mashable: 15 Brands Rocking Tumblr (http://tinyurl.com/qgaqm3d)
- PDF: tumblr. Best Practices for Your Brand
- Denny's Tumblr (http://blog.dennys.com/)
- Kotex Case Study (http://tinyurl.com/opd6km6)

ASSIGNMENTS:

• Create six ideas for a retailer using Pinterest and Tumblr.
• Create five status updates for Revlon on the class Facebook page.

DISCUSSION BOARD ASSIGNMENT: What do you think makes Pinterest skew towards a female audience, and how would you change the platform to make it more universally appealing?

PHOTOSHOP LECTURE/TUTORIAL: I'll create a tumblr and Pinterest executions to showcase exactly how I personally use Photoshop.

Week Nine: The Early Bird

OBJECTIVE: Explain the importance of being first in advertising.

LECTURE: This lecture will cover the idea of time and how it relates to an advertising campaign. Is it more important to be first to a new platform, or the most creative on an older one?

READINGS/VIDEOS:
• Ad Age: 10 Early-Adopter Brands That Are First to Try New Technology (http://tinyurl.com/kcx43cl)
• The Wall: Brands are becoming stagnant in their approaches to social media (Make sure to read the comments at the bottom of the article.) (http://tinyurl.com/m595zhc)
• Burger King Chatroulette Case Study (http://vimeo.com/16593371)
• Burger King Whopper Sacrifice Case Study (http://tinyurl.com/qzztndl)
• Allstate Case Study (www.youtube.com/watch?v=LOsH0-ySUyg)

DISCUSSION BOARD ASSIGNMENT: Give an example of a social platform that hasn't been covered in class, and how it might be used by brands to advertise.

Week Ten: Social and Traditional

OBJECTIVE: Develop an integrated advertising campaign using different social media outlets.

LECTURES: This lecture will cover how social media and traditional advertising have come together in today's market. We'll also be covering the details on your final project and taking a closer look at an amazing social campaign out of Australia.

CREATIVE REVIEW: A creative review will take place through Adobe Connect on Thursday at 6pm EST to discuss students' Project 3 executions. To join, log into https://uflcoj.adobeconnect.com/adv_sm/ as a guest.

READINGS/VIDEOS:
- BuzzFeed: Gap Will Test Twitter Ad Power With First TV Campaign In Four Years (http://tinyurl.com/nlaydc8)
- AdAge: A Teaching Moment: Professors Evaluate Pepsi Refresh Project (http://tinyurl.com/nl9wlvb)
- 2020 Vision: A Creative Perspective with Dan Wieden (http://tinyurl.com/nhf7qku)
- AdWeek: How Lay's is Adding More Social Zest to it's Popular Flavor-Creation Campaign (http://tinyurl.com/pdcsej7)
- Old Spice Case Study (http://tinyurl.com/nov272v)
- Snickers Case Study (http://tinyurl.com/p2b35jj)
- Pepsi Refresh Project Case Study (http://vimeo.com/60972357)
- Melbourne Remote Control Tourist Case Study (www.youtube.com/watch?v=rg74NzJlGp0)

ASSIGNMENTS:
- Create 18 executions using a range of social media platforms to advertise a brand of your choosing.
- Create five status updates for Tide on the class Facebook page.

DISCUSSION BOARD ASSIGNMENT: What are your thoughts on the Pepsi Refresh Project? Was it a good use of marketing dollars or would a Super Bowl commercial have been better?

Week Eleven: Transparency

OBJECTIVE: Advise a client on the social responsibility that comes with advertising through social media.

LECTURES: This lecture will discuss how the current age of transparency affects clients wanting to advertise through social media. We'll also be looking at how McDonald's built an entire campaign on the idea of transparency.

READINGS/VIDEOS:
• Ad Age: Keeping Your Reputation Out of the Jaws of Social Media (http://tinyurl.com/q2oswpf)
• CKSyme: From Crisis 1.0 to Crisis 2.0 - The Need for Social Media Responsible Use Training (http://tinyurl.com/mhjfxwd)
• socialmediatoday: Is It Time to Purge the Word Transparency from Social Media Crisis Strategy? (http://tinyurl.com/pn27r5r)
• Gizmodo: Meet Leroy Stick, The Man Behind @BPGlobalPR (http://tinyurl.com/398yjjt)
• Our Food Your Questions. (http://yourquestions.mcdonalds.ca/)
• Domino's Pizza Turnaround Case Study (http://tinyurl.com/yh34mn4)
• Domino's Show Us Your Pizza Case Study (http://tinyurl.com/qaf7w2o)

DISCUSSION BOARD ASSIGNMENT: If AT&T was your client, how would you have handled the 9-11 post?

Week Twelve: 9 Gorillas

OBJECTIVE: Evaluate the concepts put forth by Alex Bogusky on corporations and their responsibilities.

LECTURE: This lecture will consist of Alex Bogusky's (former ECD of Crispin Porter + Bogusky) presentation on what he calls the 9 Gorillas, or the nine things that have changed in today's corporate world and how they affect advertising.

READINGS/VIDEOS:
• AdWeek: For Brands, 2015 Is Shaping Up to Be the Year of Positivity (http://tinyurl.com/mwp8z76)

• 9 Gorillas by Alex Bogusky (https://vimeo.com/37389071)

ASSIGNMENT:
• Create five status updates for HBO on the class Facebook page.

DISCUSSION BOARD ASSIGNMENT: Which of the 9 Gorillas do you think is the most important to the future of advertising and why?

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.