



Welcome to Advertising Research!

ADV 3500: Advertising Research (Section 0311)

M/8 (3:00-3:50) W/ 8-9 (3:00 – 4:55)

Weimer 1076

Course Description & Aims

Advertising Research involves the acquisition, evaluation, and analysis of information for advertising decisions. Emphasis on understanding the scientific method, developing explicit and measurable research objectives, selecting appropriate methodologies and analyzing data.

Course Aims

The aims of the course are as follows:

1. To familiarize students with research as a discipline, particularly in terms of its importance to making marketing and advertising decisions.
2. To acquaint students with a range of resources commonly used in advertising, marketing, and mass communication.
3. To give students a practical orientation to the techniques and activities involved in planning, coordinating, implementing, analyzing, and reporting research.

By the end of the course students will possess a set of skills useful to the profession.

The student learning outcomes are as follows:

1. The ability to Identify and compare resources used to critically analyze consumer, research, and media implications for advertising.
2. The ability of make recommendations needed for conceptualizing, testing, and evaluating messages in a variety of media formats.
3. The skills to work cooperatively and efficiently in a team environment.
4. The skills necessary to deliver advertising recommendations using professional and informative oral presentations.



Course Prerequisites

The prerequisites for ADV 3500 are a minimum grade of C in ADV 3008, STA 3023 or 2122, and MAR 3023.

Required Course Materials

Course Materials

- ***Advertising Research: Theory and Practice*** (2015) by Joel J. Davis. Prentice Hall: Upper Saddle River, NJ. The textbook can be purchased at the University of Florida Bookstore. (required)
- Supplemental course materials, links, and lecture notes outline will be available in the CANVAS course link.
- Kahoot.it. We will use this tool to stimulate in-class interaction and discussion throughout the semester. No account is needed.

Grading Criteria

Letter grades for this course will be based on the total points accumulated over the term. Students who earn a C or better will fulfill the ADV 3500 requirement for graduating with a degree in advertising and will not be required to retake to course.

Grading Criteria

Assessments

“Low stakes” assessments provide opportunities for the instructor to get a sense of how well students comprehend and/or synthesize the course content. Assessments are not meant to be “make or break” events, but rather to be a point of knowledge communication and evaluation between students and the instructor. Assessments include, but are not exclusive to, quizzes, “pulse checks,” and in-class assignments. Note, assessment events, **including quizzes**, will occur during regular class time, unless otherwise specified to allow for appropriate proctoring and coaching for the class.



Attendance

Random attendance checks will be taken on a weekly to bi-weekly basis. Students will be allowed two excused absences over the 16 weeks of the semester without loss of points from the attendance total. Students should be cautioned that his/her record of attendance could have direct impact on his/her understanding of the course materials, as performance on quizzes, in-class exercises, and homework assignments could be influenced by the student's exposure to concepts discussed in class. Furthermore, there is direct relationship between habitual unexcused absences and your final grade.

Diad/Triad Group Assignments

Similar to many courses in the Advertising major, much of what students will do in the research course involves successfully working in small groups. This specific category is separate from the large team group structure in that students have the opportunity to work in mini-teams of two or three to accomplish a specified component of the research assignment. This component of the course provides students with the opportunity to collaborate fully on a challenge that requires all teams members to deliver their best contribution toward a successful outcome.

Research Team Project

The research team project will be completed in two distinct stages – the Secondary + Qualitative stage and the Quantitative stage of research. The team will assign members of the class to component research teams during various phases of the process. Teams will focus on one specific research assignment and be responsible for the planning, implementation, analysis, and reporting of research outcomes. Team members will be evaluated as much on their ability to collaborate professionally as on the final work products delivered at the end of each stage of research. More details on the team project will be distributed in a formal assignment.



Participation

Arguably, the potential for group success in any effort depends on the willingness of the group's members' collaborative vision than perhaps any other externality (e.g., the textbook, the instructor, the course topic and assignments, etc.). That said, all students are invited, encouraged, and expected to be actively engaged in the class discussions and inquiry throughout the semester. Regular opportunities (summarizing topics, impromptu presentations, position discussions) will be provided for idea sharing, exploration, and exchange. As your instructor, I may not always be overt about noting participation among individuals, but know that I am always in observation of classroom dynamics.

Grading Scale

The student's overall course grade will be based on a cumulative point allocation of 420 points, which will be allocated as follows:

<u>Category</u>	<u>Points</u>
• Assessments* (6 short in-class quizzes @ 20pts each)	120
• Written Research Project I: Secondary + Qualitative ---	110 >>> [50 + 60]
• Written Research Project II: Quantitative Research	60
• Research Presentations (2 @ 20 each)	40
• Primary research plan (2 @ 25 points each)	50
• Individual Assignments	20
• Participation	20
<hr/> Total	420



Note that there will be no final exam. The grading scale for the course is calculated on a base of 420 points according to the number of points accumulated during the semester. Any extra credit points awarded will not change the original base. All points are weighted equally. Final grades will be distributed based on a percentage of the base. To receive an A-grade in the course a student must attain 95% or above of the base points. Otherwise, other grades will be calculated according to the following ranges:

A- >	90-94%	D+ >	67 – 69%
B+ >	87 – 89%	D >	64 – 66%
B >	84 – 86%	D- >	60 – 63%
B- >	80 – 83%	E >	Below 60%
C+ >	77 – 79%		
C >	74 – 76%		
C- >	70 – 73%		

Course Policies

Accommodations for Students with Disabilities

I am committed to helping students with disabilities overcome difficulties with comprehending the subject matter, while abiding by the standard code of confidentiality. In order to address special academic needs, I must be informed of the student's circumstance at the beginning of the semester *before* performance becomes a factor. This is not to imply that standards of fairness will not be generally applied when evaluating student work; only that reasonable and appropriate measures will be taken to ensure that officially recognized challenges do not become a hindrance to a student's ability to succeed in this course. Students affected by such challenges should provide me with an official statement from the Office of Student Services explaining his/her situation.



Inclusivity Statement

The College of Journalism & Communications and Department of Advertising faculty understand that our students represent a rich variety of backgrounds and perspectives. I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature

Extra Credit

At various times throughout the semester, you will have an opportunity to earn extra credit. Extra credit opportunities that require participation that goes beyond regular class time will be announced as much in advance as possible in order to give students time to make any necessary arrangements. Student who miss an extra credit opportunity as a result of personal emergency, excused absence, or illness, and who have taken measures to notify the instructor within 24 hours of the missed opportunity can make an appeal to the instructor to make up the missed points. The instructor will evaluate student appeals on a case-by-case basis. She also reserves the right to determine in what time period a make up must occur (generally one class period of the appeal) or to deny the appeal.



The Use of Mobile Media, Tablets, & Laptops during Class

Personal electronics such as notebooks, tablets, and smart phones can be useful tools for enhancing the education process, so we will make use of these alternatives in our class discussions as a means for stimulating ideas and for making the exchange in idea sharing more efficient. Since the general use of technology in the classroom can also be a source of distraction if used inappropriately (i.e., Web cruising social networking, doing assignments for other courses, etc.), students are asked to respect this freedom of technology access and not to become distracted from the learning experience. All students are expected to give full participation to the discussion at all times. As a courtesy to the class environment, cell phones or other personal communication devices should be either turned to the “do not disturb” setting or silenced during class time.

Personal Emergencies/ Excused Absences

It shall be the student’s responsibility to advise me of any personal emergency that might affect his/her performance in the course. In the case of an emergency or an extenuating circumstance that causes you to miss class over an extended period of time, please notify me as soon as possible via telephone, e-mail, or message in the department office. The student will be held responsible for missed class notes, handouts, and any announcements made in his or her absence.

Occasionally, a student’s participation in extracurricular organizations (e.g., Ad Society, UF Marching Band, UF Athletics, etc.) will require that s/he miss class to participate in organizationally sponsored events. Under such circumstances students are required 1) to provide the instructor with appropriate documentation from the sponsoring organization prior to his/her absence from class and 2) to make the necessary accommodations with his/her classmates for retrieving missed class notes, handouts, and any announcements made in his or her absence.



University Honor Code Policy

Academic dishonesty is an important issue of concern at the University of Florida. Students who violate University rules on scholastic integrity are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. All individual or group work submitted for academic credit should be the original work of the individual or individuals seeking credit. Materials used to support an individual's or group's efforts should be appropriately cited in a bibliography or footnotes section of the work. Plagiarized work includes work that is "lifted" or not appropriately cited. Work submitted for individual credit that is not exclusively the individual's own, or that is shared between students without disclosure that the work represented is a collaboration output between authors, are a breach of the University's Honor Code.

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

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

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of e-mail, an e-mail attachment file, USB drive, or hard copy. Should copying occur, both the student who copied work from another student and the student who shared the copied material will automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During quizzes and individual assignments you must do your own work. Talking, discussion, or collaboration of any kind is not permitted on assessment-based assignments. This includes comparing papers, copying answers from others, or sharing work in any way.



Course Schedule*

*Note: We will make every attempt to adhere to the schedule posted. The instructor will notify the class in advance of any changes to the schedule due to unforeseen circumstance.

August			
	<i>For discussion</i>	<i>Read</i>	<i>To Do</i>
Week 1 8/22, 24	<ul style="list-style-type: none"> • Course introduction • Syllabus overview • Real-world research 	Ch. 1	+1-minute introductions Kahoot! Orientation on YouTube
Week 2 8/29, 31	<ul style="list-style-type: none"> • The <i>Why</i> Behind Research - questions and outcomes • How Research is Applied 	Ch.17, 18	+Syllabus Kahoot! + Team formation & challenge
September			
Week 3 9/7 only	<ul style="list-style-type: none"> • How Research is Applied • Research Planning 	Ch. 19, 20	Quiz 2 (in class on CANVAS) - W
Week 4 9/12, 14	<ul style="list-style-type: none"> • Research Applications • Research Planning • Ethics in Research 	Ch. 2, 3	Small group Assignment #1: Data mining



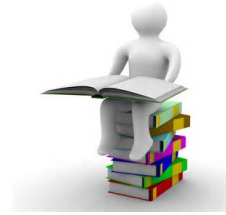
Week 5 9/19, 21	<ul style="list-style-type: none"> • Secondary Research (sources & resources) 	Ch. 4, 5	<p>Team Plan for qualitative research</p> <p>Kahoot! Pulse check</p>
Week 6 9/26, 28	<ul style="list-style-type: none"> • Decisions applied to qualitative research • Sampling 	Ch. 6, 7	<p>Small group data mining oral/written reports due: Pokémon Go!</p>
October			
Week 7 10/3, 5	<ul style="list-style-type: none"> • Qualitative Techniques • Analysis of Qualitative Data 	Ch. 21	<p>Quiz 3 (in class on CANVAS) - W</p> <p>Combined team Research challenge</p>
Week 8 10/10, 12	<ul style="list-style-type: none"> • Reporting Secondary/Qualitative Research 		<p>Kahoot! Pulse check</p>
Week 9 10/17, 19	<ul style="list-style-type: none"> • Team Presentations (Secondary & Qualitative) 	Ch. 10, 11	<p>Combined team assignment: Research Presentations</p>



Week 10 10/24, 26	<ul style="list-style-type: none"> • Survey Research • Measurement 	Ch. 12	Quiz 4 (in class on CANVAS) Combined team research reports
November			
Week 11 10/31, 11/2	<ul style="list-style-type: none"> • Writing survey questions 	Ch 13	In-class mini-team assignment
Week 12 11/7, 9	<ul style="list-style-type: none"> • Questionnaire Design • Qualtrics 	Ch. 15, 16	Kahoot! Pulse check
Week 13 11/14, 16	<ul style="list-style-type: none"> • Qualtrics • Descriptive & Inferential Statistics 		In-class Qualtrics assignment Quiz 5 (in class on CANVAS)
Week 14 11/21 only	<ul style="list-style-type: none"> • Team data collection 	Ch. 21	Team Work Day



Week 15 11/28, 30	<ul style="list-style-type: none">• Reporting Quantitative Research• Research Conclusions, Implications/• recommendations		Kahoot! Pulse check
December			
Week 16 12/5, 7	<ul style="list-style-type: none">• Team Presentations		Quiz 6 (in class on CANVAS) Final Research Report due



My Story & Teaching Philosophy



I am [Dr. Cynthia Morton Padovano](#), associate professor in the Department of Advertising at UF. You may call me Dr. Morton. I have been committed to learning and growing in the fields of advertising and mass communication for over 20 years. I began my journey majoring in Public Relations with a minor in Marketing at the [University of Georgia](#). After graduation, I landed my first job in the not-for-profit sector as the Southeastern Regional Director for Golden Key National Honor Society. Among my assignments was that of Publications Assistant and then Publications Director.

After two years in the organization, I went back to UGA for an M.B.A. My specializations were 1) media organization management, 2) human resource management, and 3) entrepreneurship. The summer between my first and second years of the program, I interned at The [Leo Burnett Company](#) in Chicago, where I ultimately accepted a permanent position as client service associate (a.k.a. junior assistant AE). I also have worked at [Carol H. Williams Advertising](#) in Oakland, CA as an Account Executive before moving to Austin, TX, for a doctorate in Advertising at the [University of Texas at Austin](#). I have been on faculty in the [University of Florida's](#) Department of Advertising since 1999. My professional research focuses on advertising's effects on audiences, health communication, and social issue communication.

My philosophy about accomplishing anything is quite simple: "Persistence, persistence, persistence." My first published news article was in college and took me two weeks to editor's approval. The first creative brief that I was responsible for writing at LBCo went through 35 edits before it was approved for distribution. My first academic journal article took two years to publication. Anything worth gaining also is worth the effort, time, and tedium needed to arrive at the goal.

My approach to learning emphasizes learning-by-doing, so I infuse experiential opportunities into the learning process as much as possible. Therefore, you can expect a healthy dose of application and hands-on assignments both in class



and outside of class. As your teacher, my vision is set on the “long game.” My goal as your coach is to nurture the skills that will help you to land that first job; then, to plant seeds that will serve your long-term success, regardless of your professional path. Welcome to the class!

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