

University of Florida
ADV6503
Advertising Creative Strategy and Research
Spring 2017, (T, P:3-5/9:35A - 12:35P)

Instructor: Dr. Cynthia Morton
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Course Description

The objectives Advertising Creative Strategy and Research course is to familiarize students with: (1) the theoretical foundations of creative strategy in advertising and marketing communications; (2) the research methods utilized in gathering data for developing and evaluating strategy; and (3) the process of developing strategy. The course will include lectures and discussions, as well as learning techniques that are meant to facilitate the exploration of creative strategy and research in advertising. These techniques include guest speakers when possible, case studies, exams, individual assignments, and a team project. Participation is essential.

Course Objectives:

The objectives of the course are as follows:

- ❖ To analyze advertising strategies demonstrated in successful advertising campaigns
- ❖ To expose students to the issues and concerns in creative strategy and research.
- ❖ To examine the process of creative strategy and research, including relevant criteria associated with understanding advertising and promotion planning decisions.

Course Materials

Course materials will be accessible via UF course reserves. Readings will be taken from various resources and made available at this central location.

Storyscaping: Stop Creative Ads, Start Creating Worlds (2014), by Gaston Legorburu and Darren McColl.

Scientific Advertising (Reprint 2010) by Claude Hopkins.

Advertising Transformed: The New Rules for the Digital Age (2014), by Fons Van Dyck.

Supplemental materials may be added either to the course web site in Canvas or be accessible via Lynda.com, Kanopy Streaming, or the UF Libraries in the ARes course reserves site.



This course aspires to give students basic competency on the following topics. Success in this endeavor depends more on the persistence and commitment to growth that the individual receiving the information brings to the process as it does the materials used to reinforce the discussion points:

1. Knowledge of content and skills: Students will have an understanding about the central concepts, tools of inquiry, and structures applied to the planning and production of creative strategy, brand storyscaping, and media integration.
2. Knowledge about researching target markets and audience analytics process: Students will gain perspectives researching advertising targets and strategies for identifying audiences through analytical tools.
3. Use of Multicultural, Diversity, & Gender-Identity Fair (MDGF) Strategies: Students will gain exposure to topics that explore issues associated with the recognition of multicultural-, diversity-, and identity-fair strategies and considerations in the execution of creative strategy.
4. Conceptualization/analysis of branded content strategies: Students will practice the conceptualization and analysis of creative strategies applied to creative brand content from the stages of conceptualization to post-implementation.
5. Use of assessment/diagnostic/evaluation of creative strategies: Students appreciate the range of formal and informal assessment/diagnostic strategies applied to the evaluation of branded content, and appreciate the strengths and problems exist for such strategies.

Assessments

Assessments provide opportunities for the instructor to get a sense of students' comprehension and/or synthesis of 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 in this course will include, but are not exclusive to, topic-related presentations/demonstrations, written individual assignments (in-class and homework), and team-building assignments. The nature of the assignments is reviewed briefly as follows:

- Presentations/demonstrations: This category of assessments provides opportunities for students to demonstrate their understanding and emerging competency of topics introduced during the semester. The objective is to give students value of application for coaching and self-reflection. Look at these assignments as an opportunity to realize your vision about the goals of and processes needed to realize creative strategy outcomes.

- **Written Assignments:** Written work challenges students to put their analyses about creative strategy, research, conceptualization, and branded-content development. Assignments that require students to share their perspectives on topics surrounding creative strategy and research will be issued throughout the semester.
- **Individual assignments:** Individual assignments will be assignments that contribute to the community's understanding about issues surrounding creative strategy, research, conceptualization, and branded-content development. Students are asked to bring their unique perspective to their understanding of the topic.

Course Grading Scale

The student's overall course grade will be based on a cumulative point allocation of 280 points, which will be allocated as follows:

<u>Category</u>	<u>Points</u>
• Creative Strategy Demonstrations	80
- Teach-Me, Persuade Me Demonstration* (20 pts)	
- "How things work"/USP creative strategy presentation (20pts)	
- Target market creative strategy proposal presentation	
- Branded content/storybranding presentation (20)	
- Digital media content presentation (20)	
• Individual Assignments	120
- Creative campaign audit - Campaign-to-brief assignment (30)	
- Discussion Boards/VoiceThreads (4@10ptseach = 40)	
- Mid-term Exam (50)	
• Team Assignments	80
- USP creative strategy proposal	
- Target Market proposal (20)	
- Branded content creative campaign assignment (20)	
- Digital media content assignment (40)	

Total	280
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Final grades for the course will be calculated per 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%		

University & Course Policies

Attendance

This skills-based, professional training course meets one time per week and is concentrated with student engagement and hands-on work. Much can be missed if an individual is absent. Although emergencies, illness (self or dependent others), and unforeseen circumstances cannot be anticipated in advance, I do encourage students to do all necessary to commit to reliable, on-time attendance every week. Students should be cautioned that one's record of attendance will have direct impact on his/her understanding of the course materials, and excessive unexcused absence will affect your final grade. More than three absences will result in a reduction in the overall grade at the end of the term.

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, students are encouraged and expected to actively engage in the class discussions and inquiry throughout the semester. Regular opportunities 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.

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. To address special academic needs, I must be informed of the student's circumstance at the beginning of the semester. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.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.

Climate of Inclusivity

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 must 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

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, 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. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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." The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies several behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

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."

End-of-Semester Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/>.

Course Units

CREATIVE STRATEGY & THE SCIENCE OF PERSUASION

Week 1: Course Introduction/Review of the Advertising Planning Process

This week presents the course topic and elaborates on the structure laid out for accomplishing an appreciation of the process and outcome of creative strategy.

For discussion:

1. Present the course syllabus to the class.

Week 2: The Art & Science Creative Thinking

This week looks at good ideas and creative thinking through the eyes of Claude Hopkins, Carol Dwek, Ed Catmull, and Steven Johnson.

Learning Goals:

1. Ability to examine the logic underlying the art and science of creativity.
2. Reflection about connection between creative goals, processes, and outcomes.

CONTENT, STORY, AND CREATIVITY

Week 3: Advertising Campaigns and the Impetus Behind Them

This class examines the concept of creativity, how it works and how it is meant to unfold. The voices of industry experts will come into focus and the pressures and misconceptions surrounding the creative industry will be explored. Don Draper, Deborah Morrison & Glenn Griffin.

Learning Goals:

3. Recognition of the creative brief elements in the creative strategy and execution in finished ads
4. Practice and application in connecting facts about marketing opportunities with creative strategy goals

Week 4: Discovering the Creative Strategy: Ideation and Opportunity

The focus of this week's discussion will be the translation of creative idea to production/implementation. We will review cases related to how effective ad campaigns came to be.

Learning Goals:

1. To understand the ideation process and what creativity aspires to accomplish.
2. To gain an appreciation for the intricacy of the creative strategy and implementation process.

CREATIVE STRATEGY, CULTURE, AND AUDIENCE DIVERSITY

Week 5: Research Involving Creative Strategy and Shifts in Culture

For this week, we will look at the influence of the cultural backdrop on the decisions needed to develop a strategic creative direction.

Learning Goals:

1. An appreciation for the influence of cultural diversity and social behavior in enhancing or limiting the opportunity for creative strategy.
2. An awareness of the questions/concerns requiring exploration prior to creative strategy development.
3. The ability to dissect and analyze creative strategy opportunities influenced by cultural frames.

Week 6: Engaging the Audience through Creative Strategy that Hits the Mark

The emphasis on this class discussion will be on understanding the research and foundational thinking that goes into identifying creative strategy and campaign opportunities.

Learning Goals:

1. The ability to identify basic criteria for effective creative strategy.
2. Ability to set applicable research objectives for gauging goals that can be used to evaluate creative strategy effectiveness.
3. An appreciation for how consumer insight directs creative strategy and campaign development.

For discussion:

1. What considerations or criteria seem important to engaging an audience in creative strategy?

STORYBRANDING AND BRANDED CONTENT

Week 7: Talking to Consumers with Resonance: Creative Strategy Research (2/16)

For this class, students will give focus to the role research plays in setting the tone and feel of the creative strategy. We will see that the integration between research, communication content, and the creative strategy approach can lend to the success or failure of brand campaigns.

Week 8: No Class Meeting. Take Home Exam Due on Friday, 2/26, @ 12PM noon

Week 9: Spring Break

Week 10: Creative Strategy as an Outcome of Strategic Media Planning

This week we will examine the role of media in creative strategy. The cases explored help in understanding that sometimes media follows creative strategy and sometimes media leads.

Learning Goals:

1. An appreciation for the intersection between creative strategy and media in advertising campaign effectiveness.
2. Awareness of contemporary, real-world examples where choice of media was the linchpin to creative strategy and campaign effectiveness.

For discussion

1. Is media placement distinct from or complementary to creative strategy?
2. How does the media mix become an element of creative strategy?

Week 11: Creative Strategy in Context: Short project 1

This week student teams collaborate on a proposal for an element of the creative strategy process.

Learning Goals:

1. Hands-on experience in creative strategy research and ideation.
2. Experience with making memorable, engaging written and oral creative strategy presentations

THE MEDIA & CONTEXT AS A BACKDROP TO CREATIVE STRATEGY
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Week 12: Creative Strategy in Context: Short project 2

This week student teams collaborate on a proposal for an element of the creative strategy process.

Learning Goals:

3. Hands-on experience in creative strategy research and ideation.
4. Experience with making memorable, engaging written and oral creative strategy presentations

Week 13: Creative Strategy In Context: short project 3

This week student teams collaborate on a proposal for an element of the creative strategy process.

Learning Goals:

5. Hands-on experience in creative strategy research and ideation.
6. Experience with making memorable, engaging written and oral creative strategy presentations

Week 14: Creative Strategy in Context: StoryBranding Research

This week student teams collaborate on storybranding research to supplement the creative strategy for an assigned project.

Learning Goals:

1. A demonstration of research perspectives that underpin creative strategy in the development of a “storybranded” campaign.

Week 15: StoryBranding Research

This week student teams present their proposal for storybranding the creative strategy for an assigned project.

Learning Goals:

1. A demonstration of the process taken to propose a storybranded solution to creative strategy for a client project.

Other Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-pr>

[UF Syllabus Policy](#)

<http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabus-policy-current.pdf>

Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

